

# COLLEGE OF SOCIAL WORK, NIRMALA NIKETAN (EMPOWERED AUTONOMOUS)

## ACADEMIC AUDIT REPORT ( 2024-2026)

Conducted under the aegis of the  
Internal Quality Assurance Cell (IQAC)

### External Audit Team

Dr . Prof Vijay Dabholkar, Principal, Jai Hind College,  
Mumbai (Empowered Autonomous)

Dr. Prof Geeta Shetty, Principal , Hansraj Jivandas  
College of Education (Autonomous)





College of  
Social Work  
Nirmala Niketan

College of Social Work  
(Empowered Autonomous), Nirmala Niketan

Academic Audit  
2024- 2026

External Audit Team

*V. Dabholkar*  
25/4/26

.....  
Dr. Vijay Dabholkar,  
Principal,  
Jai Hind College, Mumbai  
(Empowered Autonomous)

*G. Shetty*  
25/4/26

.....  
Dr. Prof Geeta Shetty,  
Principal ,  
Hansraj Jivandas College of  
Education ,(Autonomous)

*L. Dias*

.....  
Dr.Prof. Lidwin Dias  
Principal,  
College of Social Work  
Nirmala Niketan  
(Empowered Autonomous),



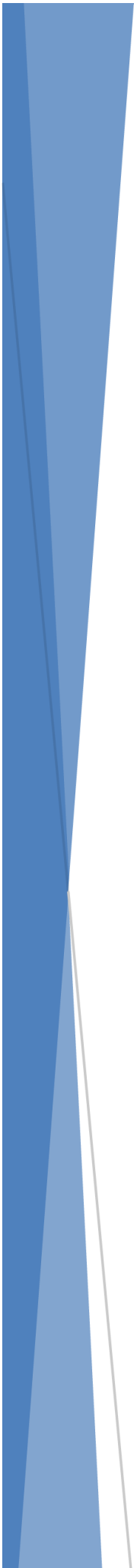
College of Social Work,  
(Empowered Autonomous),  
Nirmala Niketan

**Action Taken Report based on the  
Academic Audit Recommendations  
given by  
External Audit Team**



## Academic Audit Report Compilation Team

<b>Academic Audit Coordination and compilation of the Report</b>	<b>1. Dr. Lidwin Dias</b> 2. Dr. Anita Machado 3. Dr. Sonia Rodrigues
<b>Curricular aspects</b>	<b>1. Ms. Meghna Vesvikar</b> 2. Dr. Smita Bammidi 3. Dr. Virochan Raote 4. Mr. Cletus Zuzarte 5. Ms. Silvie Chettiar
<b>Teaching, Learning and Evaluation</b>	<b>1. Dr. Anita Machado</b> 2. Dr. Anjana Parmar 3. Ms. Shweta 4. Ms. Swati Karekar 5. Ms. Alka and Ms Maya Barsingh
<b>Research Innovation and Extension</b>	<b>1. Dr. Kalyani Talvelkar</b> 2. Ms. Pallavi Xalxo 3. Mr. Anshit Baxi 4. Ms. Vinnarasi Arokiya
<b>Infrastructure and learning resources</b>	<b>1. Mr. Pravin Gavali</b> 2. Dr. Roshni Alphonso 3. Mr. Priyadarshan Nair 4. Ms. Jagurti V 5. Ms. Alka Dbritto
<b>Student Support and Progression</b>	<b>1. Dr. Renu Shah</b> 2. Mr. Albin Thomas 3. Dr. Saman Afroz 4. Ms. Sadaf Bhimani 5. Mr. Yadnesh Kadam
<b>Governance, Leadership and Management</b>	<b>1. Dr. Ronald Yesudhas</b> 2. Dr. Sameer Mohite 3. Ms. Nirmitya Bhor 4. Ms. Greta Lopes 5. Ms. Sabeena Gonsalves
<b>Institutional Values and Best Practices</b>	<b>1. Dr. Sonia Rodrigues</b> 2. Ms. Nilima Rodrigues 3. Mr. Sandesh Lalge 4. Ms. Swati Rane



**Academic Audit Recommendations  
Given  
by the Academic Audit team  
on April 22<sup>nd</sup> 2024**

**Academic Audit Recommendations Given by the Academic Audit team held on  
April 22<sup>nd</sup>, 2024**

An External Academic Audit was conducted to review and strengthen the academic and administrative processes of the institution. The audit aimed to assess existing practices, identify areas for improvement, and provide expert recommendations for enhancing academic quality and institutional effectiveness. The External Academic Audit was conducted on **22nd April 2024**. The External Academic Audit was conducted by the following distinguished members:

**Dr. Rajendra Shinde**

Principal, St. Xavier's College, Mumbai (*Empowered Autonomous Institution*)

**Dr. Andrea Coutinho**

Principal, St. Xavier's Institute of Education, Mumbai (*Autonomous Institution*)

The audit focused on evaluating the academic framework, examination-related processes, faculty research contributions, and overall academic governance of the institution.

As part of the audit process:

- An exhibition showcasing academic initiatives based on the AQAR criterion, best practices, Field Action Projects and institutional achievements was organized by the academic units.
- Presentations were made by the respective Convener and the team members, highlighting the criterion activities academic planning, innovations in teaching-learning, assessment methods, and student support systems.
- This was followed by an interactive session with the External Audit Team, where detailed discussions took place regarding academic practices, challenges faced, and future strategies for improvement.



The audit team actively engaged with faculty members and conveners, offering valuable insights and suggestions based on their academic and administrative experience.

### **Key Observations and Suggestions by the External Audit Team**

Based on the review and interactions, the External Audit Team provided the following key suggestions:



#### **Introduction of Outcome-Based Education (OBE)**

- The audit team recommended the **introduction and systematic implementation of Outcome-Based Education (OBE)** across all academic programmes.
- Emphasis was placed on clearly defining Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs).
- Alignment of teaching–learning processes and assessment methods with stated outcomes was advised to enhance academic effectiveness and learner-centric education.

#### **Establishment of an Examination Grievance Redressal Mechanism**

- The team suggested the creation of a structured and transparent grievance redressal mechanism for examination-related processes.
- This mechanism should address student grievances related to evaluation, results, revaluation, and other examination concerns in a timely and fair manner.
- Proper documentation, communication of procedures, and student awareness were emphasized to ensure accountability and trust in examination systems.



## Enhancement of Faculty Publications

- The audit team recommended enhancing faculty research output and publications in reputed journals, edited volumes, and conference proceedings.
- Faculty members were encouraged to actively engage in research and collaborative projects.



**Introduction of Outcome-Based Education (OBE)**



**Establishment of an Examination Grievance Redressal Mechanism**



**Enhancement of Faculty Publications**

The External Audit Team appreciated the institution's efforts in maintaining academic standards and organizing a comprehensive exhibition and presentation to showcase its academic initiatives. The interactive session reflected a healthy academic environment with openness to feedback and continuous improvement.

The suggestions provided were constructive and aimed at strengthening the academic framework, ensuring quality assurance, and aligning institutional practices with contemporary higher education standards.

## FACULTY INFORMATION 2024, 2025

Headings	Total	Details
Articles in International Journals	03	<p>2025</p> <ol style="list-style-type: none"> <li>1. Ronald, Y. (2025). Value-Action Cycle in Voluntary Organization: The Case of Good Shepherd India, <i>Journal of Human Values</i>, 32 (1) (ISSN: 0973-0737)</li> <li>2. Ronald, Y. (2025). Reimagining Community and Knowledge: Emerging Directions in Participatory Research, <i>International Journal of Qualitative Methods</i>, 24 (ISSN 1609-4069)</li> </ol> <p>2024</p> <ol style="list-style-type: none"> <li>3. Ronald, Y. (2024). Exploring Positive Youth Development Approach in the Indian Context. <i>Institutionalised Children</i>, 11 (1), 58-66 (ISSN 2349-3003)</li> </ol>
Articles in National peer-reviewed journals	01	<p>2024</p> <p>Social Contexts Shaping Masculinity: A Social Work Perspective. Scholarly Research Journal for Interdisciplinary Studies, Jan-Mar 2024, Vol 12, Issue 68, ISSN 23194766, Impact factor SJIF 2024 8.153. Pg. 97-102 (2023-24). [Ms Meghna]</p>
Books Published	01	<p>2025</p> <p>Lidwin, D., Ronald, Y., &amp; Kalyani T (2025). <i>Citizens' Satisfaction with WASH Services in Mumbai: A Monograph</i>. Notion Press: Chennai [ISBN 979-8899618291]</p>
Chapters in Books	01	<p>2024</p> <p>Dias, L. (2024). Environmental concerns and civic engagement of women college students in Mumbai. In the <i>Compendium of best practices on women's role in disaster risk management (Hon'ble Prime Minister's Ten Point Agenda 3)</i>. India Universities and Institutions Network for Disaster Risk Reduction (IUINDRR–NIDM)</p>

Headings	Total	Details
Faculty participation in International Conferences	06	<p>2025</p> <ol style="list-style-type: none"> <li>1. Water and Sustainability: Interreligious and Intercultural Perspective, organised by UNESCO Chair, St Andrew's College of Arts, Science and Commerce, September 19<sup>th</sup>, 2025</li> <li>2. International Relations in a Changing World: Way Forward for Social Work, organised by the Council for International Fellowship in collaboration with the Indian Council for International Programmes Fellowship (CIF – India), Tata Institute of Social Sciences and College of Social Work, November 9 to 13, 2025</li> <li>3. International Conference on Global Finance Technology and Sustainable Development for emerging markets by School of Commerce and Management, Lingaya's Vidyapeeth, 26-27 October 2024</li> </ol> <p>2024</p> <ol style="list-style-type: none"> <li>4. Practice Research in Social Work and Allied Social Sciences organized by the College of Social Work, <b>supported by RUSA &amp; Caritas India</b>, November 28 and 29 2024</li> <li>5. Childhood Politics in India, organised by SNDT Women's University, Mumbai, and Lehigh University, USA, held on 13–14 February 2024 [Dr Renu]</li> <li>6. Global Finance Technology and Sustainable Development for emerging markets, organised by the School of Commerce and Management, Lingaya's Vidyapeeth, October 26 to 27 2024.</li> </ol>
International Seminar	01	<p>2024</p> <p>International Seminar on Human Rights, Youth and Development, organized by Maharashtra National Law University and Academy of Development and Legal Studies January, 12 2024 [Dr Vaijayanta]</p>

Headings	Total	Details
National Conferences	04	<p>2025</p> <ol style="list-style-type: none"> <li>1. Republic India @ 75 and beyond” organized by MASWE, Nagpur, January 31<sup>st</sup> and February 1<sup>st</sup>, 2025. [Dr Roshni]</li> <li>2. Technology, Innovation, and Society: Challenges and Opportunities for Eco Social Work and Sustainable Development, jointly organized by National Association of Professional Social Workers in India (NAPSWI) and Centurion University of Technology and Management (CUTM), Bhubaneswar, Odisha, in collaboration with Odisha Professional Social Workers Association (OPSWA) at CUTM Campus, Ramachandrapur, Jatni, Bhubaneswar, Odisha, India, November, 6-8<sup>th</sup> 2025 [Dr Roshni].</li> </ol> <p>2024</p> <ol style="list-style-type: none"> <li>3. 19th Annual Conference of Indian Association of Social Sciences in Health (IASSH) on Gender, Health and Sustainable development, Organized jointly by IASSH and Department of Sociology, Pondicherry University, 31<sup>st</sup> January to 2<sup>nd</sup> February 2024.</li> <li>4. Practice-Based Research and Ethics, organised by the College of Social Work, March 15-16, 2024.</li> </ol>

Headings	Total	Details
National Seminar	03	<p>2025</p> <ol style="list-style-type: none"> <li>1. Sustainable Development and Social Work: Exploring the Road Ahead, March 25 to 26, 2025 organized by the Department of Social Work, PSV Sriniketan, Viswa Bharati University, Kolkata. [Dr Roshni]</li> <li>2. Role of Youth in Transforming the Perception towards Homelessness in the National Seminar on Homelessness and Destitution: Laws, Issues and Possibilities. (Seminar) Organised by Koshish Trust, Centre for Dalit Studies, Hyderabad and RLS, South Asia, 25<sup>th</sup> November 2025 [Dr Saman]</li> </ol> <hr/> <p>2024</p> <ol style="list-style-type: none"> <li>3. Timeless Teachings: Merging Bhagavad Gita Principles with Gandhi's Philosophy and India Knowledge for Effective Solutions, organized by the Centre of Gandhian Studies and Action, Bhanduo Educational Society's VK Krishna Menon College of Commerce and Economics and Sharaf Shankar Dighe College of Science, P.A. Menon College of Management, Bhandup, Mumbai, December 7, 2024 [Dr Sonia]</li> </ol>
National Workshops	03	<p>2025</p> <ol style="list-style-type: none"> <li>1. The Apprenticeship Embedded Degree Program (AEDP) orientation workshops, organized by the <b>Centre for Research in Schemes and Policies (CRISP) under the NISHE</b> (National Initiative for Skill-Integrated Higher Education) project, February 3<sup>rd</sup> 2025 [Dr Anita]</li> </ol> <hr/> <p>2024</p> <ol style="list-style-type: none"> <li>2. New Education Policy (NEP, 2020) Implementation in Social Work Education organized by GUNI-DSW in collaboration with GUNI-IQAC, February 27 2024, [Dr Sonia}</li> <li>3. Participated in the One Day National Workshop on Demystifying Outcome Based Education RVS College of Arts and Science Coimbatore, December 6th 2024 [Dr Anita]</li> </ol>

<b>Headings</b>	<b>Total</b>	<b>Details</b>
State Seminar	01	2024 National Education Policy 2020 and Social Work Education organized by UGC Higher Education Department, April 24, 2024 [Dr Smita]
State Conference	<b>02</b>	2025  1. Empowerment of Persons with Disability organized by the Yashwantrao Chavhan Center, February, 28 2025 [Dr Kalyani]  2. Maharashtra Stree Mukti Parishad <i>towards a Feminist Transformation of Society State-wide</i> Conference in Collaboration with Yashwantrao Chavan Centre on 20th December 2025. [Dr Anita, Dr Sonia]

Headings	Total	Details
Paper Presentations International Conferences	7	2025 <ol style="list-style-type: none"> <li>1. International Dialogue by Hesso Valais Wallis, Switzerland on Armed Conflict and Peace Initiatives March 12, 2025 [Ms Meghna]</li> <li>2. Gender and Water Issues International Conference on Water and Sustainability: Interreligious and Intercultural Perspective organised by UNESCO Chair, St Andrew's College of Arts, Science and Commerce, September 19<sup>th</sup>, 2025 [Dr Sonia]</li> <li>3. International Dialogue by Hesso Valais Wallis, Switzerland on Climate Change and Impact on Developing Countries on September 24 2024 [Ms Meghna]</li> <li>4. Improving foundational numeracy skills of primary school children: A case study with Lelith Daniel et al. at International Conference on Global Finance Technology and Sustainable Development for emerging markets by School of Commerce and Management, Lingaya's Vidyapeeth, October 26-27 2024 [Ms Meghna]</li> <li>5. As the world watches on: Invisibilizing Gaza at the 36th CIF International Conference India 2025 International Relations in a Changing World: Way Forward for Social Work, organised by the Council for International Fellowship in collaboration with the Indian Council for International Programmes Fellowship (CIF – India), Tata Institute of Social Sciences and College of Social Work, November 9 to 13, 2025 [Ms Meghna]</li> <li>6. Mental wellbeing of older people in Parent child coresidence in Mumbai at the 36th CIF International Conference India 2025 International Relations in a Changing World: Way Forward for Social Work, organised by the Council for International Fellowship in collaboration with the Indian Council for International Programmes Fellowship (CIF – India), Tata Institute of Social Sciences and College of Social Work, November 9 to 13, 2025 [Dr Smita]</li> </ol>
Headings	Total	Details
		2024 <ol style="list-style-type: none"> <li>1. Alternative Care Landscape for Child Protection in India” at the International Conference on Childhood Politics in India, organized by SNDT Women's University, Mumbai, and Lehigh University, USA, held on 13–14 February 2024 [Dr Renu]</li> <li>2. Exploring Mumbai Youth's Perceptions of Masculinity November at the International Conference on Practice Research in Social Work and Allied Social Sciences in a Global Context organized by RUSA, College of Social Work and CARITAS India, November 28-29 2024 [Ms Meghna]</li> </ol>

Headings	Total	Details
Paper Presentations in National Conferences	04	<p>2025</p> <ol style="list-style-type: none"> <li>1. Nutritional Disparities Among Warli Adivasi Women In Maharashtra: Critical Gap Towards Attaining SDGs organized by Department of Social Work, PSV Sriniketan, Viswa Bharati University Kolkata.25 &amp;26 March 2025 [Dr Roshni]</li> </ol> <p>2024</p> <ol style="list-style-type: none"> <li>2. Family Strengths Approach to improve the quality of life among older persons in India. Evidence-based interventions. National Conference on Practice-Based Research and Ethics, organised by the College of Social Work, 15-16 March 2024. [Dr Smita]</li> <li>3. Interventional Needs for Enhancing Nutritional Status of Warli Women - Lessons learnt from Research Study. National Conference on Practice-Based Research and Ethics, organised by the College of Social Work, 15-16 March 2024. [Dr Roshni]</li> <li>4. 19th Annual Conference of Indian Association of Social Sciences in Health (IASSH) on Gender, Health and Sustainable development, Organized jointly by IASSH and Department of Sociology, Pondicherry University, 31<sup>st</sup> January to 2<sup>nd</sup> February 2024 [Dr Saman]</li> </ol>
Paper Presentations National Seminars	01	<p>2025</p> <p>Role of Youth in Transforming the Perception towards homeless in the National Seminar on Homelessness and Destitution: Laws, Issues and Possibilities. (Seminar) Organised by Koshish Trust, Centre for Dalit Studies Hyderabad and RLS, South Asia 25<sup>th</sup> November 2025 [Dr Saman}</p>

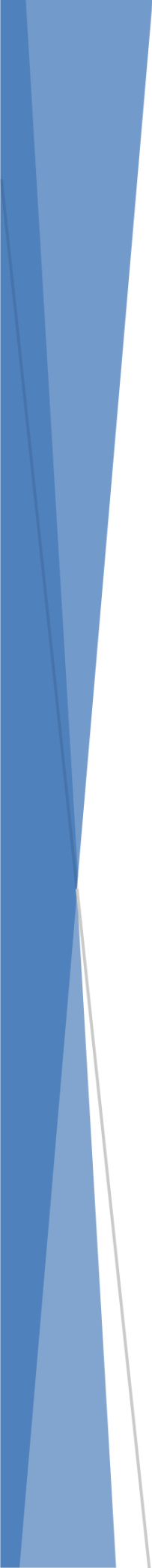
Headings	Total	Details
Paper Presentations	01	2024 Addressing Maternal and Child Health Challenges: Experiential Insights of Spandan Field Action Project of College of Social Work [Empowered Autonomous], Nirmala Niketan, 12 January 2024.
Invitation to lectures	01	2025 NEP 2020, DLLE Online Lecture Series 2024 by Department of Lifelong Learning & Extension and Department of Social Work, SNDT University, Mumbai on May 25, 2025. [Ms Meghna]
Workshops	13	2025 <ol style="list-style-type: none"> <li>Jignyasa – Research Colloquium organized by the College of Social Work, Nirmala Niketan on February 24, 2025 [Dr Kalyani] [As a member of organizing committee]</li> <li>Project Suraksha: Strengthening maternal and child health organized by CCDT [Committed Communities Development Trust], supported by Cognizant Foundation India, July 10, 2025 [Dr Anita, Dr Sonia]</li> <li>Role of Community Workers in addressing Domestic Violence, organised by field work students of CSWNN placed at Sion Hospital, November 28 2025 [Dr Saman]</li> </ol> 2024 <ol style="list-style-type: none"> <li>Publishing Articles in SCOPUS Database organized by Research &amp; Development Cell, College of Social Work, Nirmala Niketan on April 29<sup>th</sup> - 30<sup>th</sup> 2024 [Dr Kalyani]</li> <li>Research as a Social Work Method [online] organized by the Department of Lifelong Learning and Extension, SNDT Women’s University, May 16-31, 2024 [Dr Kalyani] [As a resource person]</li> <li>Research Designs in Qualitative, Quantitative, and Mixed Methods Research organized by the College of Social Work, August 26 2024. [Dr Kalyani] [As a resource person]</li> </ol>

Headings	Total	Details
		<p>4. Five Days Online Workshop in Marathi on ‘Quantitative Research Methodology as Resource Person organized by Research &amp; Development Cell, College of Social Work, Nirmala Niketan from September 2<sup>nd</sup> to 6<sup>th</sup> 2024 [Dr Kalyani]</p> <p>5. <b>Judicial Consultation on Building a Safer Future, Protecting Rights of Children and Victims, on International Day Against Drug Abuse &amp; Illicit Trafficking organized by District Legal Service Aid Authority, District Department of Women and Child Development, in collaboration with PRAKRUTI, June 26<sup>th</sup> 2024[Dr Renu]</b></p> <p>6. <b>19<sup>th</sup> Aavishkar: Inter-collegiate/Institute/Department Research Convention organised by Department of Students’ Development, University of Mumbai at Lala Lajpatrai College of Commerce and Economics (Autonomous), Mahalaxmi, Mumbai, July 20<sup>th</sup> 2024. [Dr Renu]</b></p> <p>7. ‘Research as a Social Work Method’ in an online lecture series organized by the Department of Lifelong Learning &amp; Extension, SNDT Women’s University from May 16 to 31<sup>st</sup> 2024</p> <p>8. Research Designs in Quantitative, Qualitative and Mixed Methods Research organized by Research &amp; Development Cell, College of Social Work, Nirmala Niketan. 25<sup>th</sup> August, 2024</p> <p>9. Data Analysis in Quantitative, Qualitative &amp; Mixed Methods Research - Resource Person for the workshop organized by Research &amp; Development Cell, College of Social Work, Nirmala Niketan August, 28<sup>th</sup> 2024</p>
Panel Discussion	01	<p>2024</p> <p>RUSA sponsored panel discussion on Best Practices of Autonomous Colleges organized by Dr. B. M. N. College of Home Science &amp; College of Home Science Nirmala Niketan, June 16 2025 [Dr Sonia]</p>

Headings	Total	Details
Faculty Development Programmes organized outside the College of Social Work	06	<p>2025</p> <ol style="list-style-type: none"> <li>1. GenAI for Excellence in Higher Education and Research: Exploring its Socio-Economic Implications organized by St. Francis Institute of Management and Research (SFIMAR), An Autonomous Institution in collaboration with ICSSR, 10th to 21st February 2025 [Dr Roshni]</li> </ol> <p>2024</p> <ol style="list-style-type: none"> <li>2. Social Responsibility and Community Engagement organized by Maharashtra State Faculty Development Academy (MSFDA) in collaboration with Tata Institute of Social Sciences (TISS) Tuljapur campus, 26th Feb - 1 March, 2024 [Dr Roshni]</li> <li>3. Refresher Course on Research Methodology and Data Analytics (online) organized by the University of Hyderabad, UGC MMTTC, 1 to 13 July 2024 [Dr Smita]</li> <li>4. Refresher Course (Interdisciplinary: Teacher Educator) organized by Sardar Patel University, Gujarat, 10th-22nd June 2024 [Ms Meghna]</li> <li>5. NEP 2020 Orientation &amp; Sensitization Programme organised by the Malaviya Mission Teacher Training Programme (MM-TTP) of University Grants Commission (UGC), Mahatma Hansraj Malaviya Mission Teacher Training Centre (MH-MMTTC), Hansraj College, University of Delhi, in collaboration with DAV Institute of Management, Faridabad, 18th -28th January, 2025[Ms Meghna]</li> <li>6. Qualitative Research and Data Analysis in Public Health and Social Sciences for Research and Impact Evaluations organised by the School of Public Health, SRM Institute of Science and Technology from 30<sup>th</sup> September to 5<sup>th</sup> October, 2024</li> </ol>

Headings	Total	Details
Faculty Development Programmes organized by the College of Social Work	16	<p>2025</p> <ol style="list-style-type: none"> <li>1. Leadership through Outdoor-based Experiential Activities, organized by MFSDA, Garudmanch, 27<sup>th</sup> February -1<sup>st</sup> March 2025</li> <li>2. Workshop for Fieldwork Supervision for Faculty Advisors, July 7, 2025</li> <li>3. Pedagogical use of Presentation tools: From design to delivery. IQAC Cell, CSWNN &amp; AMCF Catholic Communication Centre July 21, 2025</li> <li>4. Effective Data Presentation and Institutional Data Management Using Excel: Graphs, Dashboards and Infographics, November 21, 2025</li> <li>5. Community-University Partnerships and the Use of Community Contexts to strengthen teaching and learning, September 29, 2025</li> </ol> <p>2024</p> <ol style="list-style-type: none"> <li>6. Professional Ethics and Values for Teachers in Higher Education, organised in collaboration Globe Ethics India, March 31, 2024</li> <li>7. Curriculum Planning, Submission of Lesson Plan, and Internal Assessment Pattern: Discussion on Mapping Curriculum Outcome, June 24 2024</li> <li>8. Introduction to Outcome-Based Education Curriculum Planning and Development, July 15, 2024</li> </ol>

Headings	Total	Details
		<p>9. Continuous Assessment and Evaluation Methods in Teaching and Learning Process: Formative and Summative Assessment Techniques, July 15, 2024</p> <p>10. Bloom's Taxonomy: Framing Questions at variant levels of knowledge, cognitive and affective domains, July 22, 2024</p> <p>11. Differentiated Instruction to meet the needs of Diverse Learners: Incorporating Active Learning Techniques, July 29<sup>th</sup>, 2024</p> <p>12. Outcome based Education: Cos, POs and PSOs Automation Process, August 5, 2024</p> <p>13. Effective and Innovative Teaching Strategies and Ethical Responsibilities of Teachers [An Effective Teacher in Changing Times], August 16, 2024</p> <p>14. OBE Mapping Process for Internal IQAC team members in collaboration with Splash Gain Technology, October 14<sup>th</sup> 2024</p> <p>15. OBE Mapping Process for Faculty Members, October 14<sup>th</sup> 2024</p> <p>16. Building an Ethical Foundation for a positive work culture in collaboration with CHRIST (Deemed to be University), Pune, Lavasa campus, November 21-22 2024.</p>



**RECOMMENDED ACTIONS  
BASED ON  
ENERGY AND GREEN AUDIT,  
EXAM AUDIT AND GENDER AUDIT  
OBSERVATIONS**

## RECOMMENDED ACTIONS BASED ON ENERGY AND GREEN AUDIT, EXAM

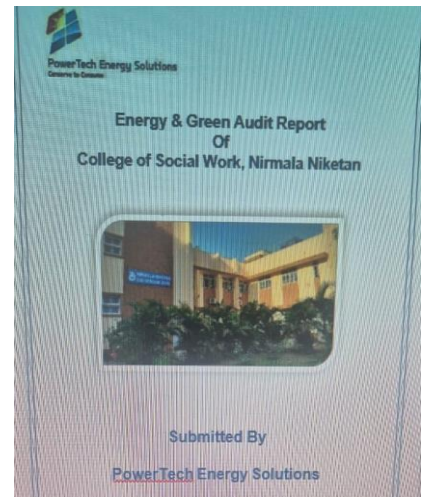
### AUDIT AND GENDER AUDIT OBSERVATIONS

**Green Audit – March 6, 2025 | Exam Audit – March 20, 2025 | Gender Audit – March 28, 2025**

During March 2025, the institution completed three important external audits—Energy & Green Audit, Gender Audit, and Examination Audit—as part of its commitment to sustainability, inclusivity, and academic integrity. The audits provided constructive recommendations aimed at strengthening institutional systems and promoting best practices.

#### I. Energy and Green Audit

The Green and Energy audit was conducted by Power Tech Energy Solutions, the audit emphasized the need for sustainable infrastructure and environmentally responsible practices. Key recommendations included strengthening e-waste and liquid waste management, installing a Sewage Treatment Plant (STP), and implementing waste segregation and composting systems. The auditors encouraged a shift toward energy-efficient technologies, such as replacing conventional lighting with LED systems, installing motion-sensor lighting, and transitioning to BLDC (Brushless Direct Current) ceiling fans.



The audit also recommended expanding solar energy usage, adopting rainwater harvesting, and installing smart energy meters for real-time monitoring. At the policy level, the institution was advised to develop a Green Campus Policy and form an Environmental Committee. Student engagement through Rotaract-led initiatives, tree plantation drives, and plastic-free campaigns was highlighted as essential for fostering environmental responsibility.

## II. Gender Audit

External experts Dr. Joseph (University of Mumbai) and Dr. Lata Pujari (Sophia College) appreciated the institution for its transparent and comprehensive Gender Audit report. Recommendations focused on deepening gender inclusion through academic, infrastructural, and cultural initiatives.

Major suggestions included establishing a Gender Resource Centre, incorporating women and queer authors into curricula, and addressing masculinity and gender socialization through awareness programs. The auditors encouraged organizing seminars and conferences on gender dimensions, launching a gender-focused journal or special issue, and implementing a Gender Champions Programme.

Infrastructure and student support recommendations included creating gender-neutral restrooms and expanding scholarships promoting gender equality. The audit also stressed tracking placement and dropout data of female students to ensure equitable career outcomes.





### III. Examination Audit

The Examination Audit was conducted by Dr Saima Khan (St. Xavier's College: Controller of Examination and Dr Sunita Jadhav (Sophia College: Controller of Examination), focused on strengthening transparency, infrastructure, and system efficiency in exam processes. The Auditors recommended showing externally

assessed answer scripts to students to reduce grievances and enhancing the Exam Control Room to ensure centralized, secure handling of examination logistics.



System-level improvements included ensuring confidentiality in printing and exam material handling, consolidating operations into a single secure space, and uploading Outcome-Based Education (OBE) data regularly. The audit also emphasized structured student feedback on exam fairness and transparency, along with gap analysis reports and action plans for continuous improvement. The detailed recommendations provided by the audit team is presented in the succeeding sections.



## **INSTITUTIONAL AUDITS (2025)**

Dates of the Audit:

**Green Audit: March 6<sup>th</sup> 2025**

**Exam Audit: March 20<sup>th</sup>, 2025**

**Gender Audit: March 28<sup>th</sup> 2025**

### **I. ENERGY AND GREEN AUDIT EXTERNAL AUDIT TEAM: POWER TECH ENERGY SOLUTIONS**

#### **A. SUMMARY OF RECOMMENDATIONS**

- ✓ **E-Waste Management**
    - Promote safe disposal practices.
    - Conduct awareness programs on environmental responsibility and sustainability.
  - ✓ **Liquid Waste Management**
    - Install a Sewage Treatment Plant (STP).
    - Comply with hygiene and environmental protection norms.
  - ✓ **Sustainable Waste Practices**
    - Implement eco-friendly waste segregation and recycling systems.
  - ✓ **Lighting Efficiency**
    - Replace 36W tube lights with 20W LED lights.
    - Introduce motion-sensor lighting systems in common areas.
  - ✓ **Ceiling Fans**
    - Gradually transition from 75W fans to 28W BLDC fans.
  - ✓ **Solar Energy**
    - Expand usage of solar water heaters and PV systems.
    - Monitor energy generation using real-time tracking systems.
  - ✓ **Plastic Awareness**
    - Promote alternatives to single-use plastic.
  - ✓ **Rainwater Harvesting and Water Management**
    - Install rainwater harvesting systems for reuse in gardening and non-potable applications.
  - ✓ **Smart Energy Solutions**
    - Install smart energy meters.
    - Implement motion-sensor lighting in classrooms, corridors, and washrooms.
-

**RECOMMENDED ACTIONS BASED ON ENERGY AND GREEN AUDIT  
OBSERVATIONS**

**B. POLICY-LEVEL INITIATIVES**

- Formulate a comprehensive **Green Campus Policy** to articulate the institution's commitment to sustainability.
- Establish an **Environmental Committee** to function as a regulatory and monitoring body.
- Encourage **student-led green initiatives** as part of the Environmental Studies curriculum and co-curricular activities.

**C. RECOMMENDED ACTIONS FOR THE ROTARACT CLUB**

**1. Waste Management**

- Organize regular **e-waste collection drives** in collaboration with certified recyclers.
- Install **paper recycling bins** throughout the campus and promote **double-sided (duplex) printing** practices.

**2. Student-Led Campaigns**

- Enforce a ban on **single-use plastics** in campus premises such as canteens, hostels, and offices.
- Conduct **tree plantation drives** and **awareness campaigns** to foster sustainable habits and environmental consciousness.

**D. RECOMMENDED ACTIONS FOR INFRASTRUCTURE AND ADMINISTRATION**

- Install **segregated waste disposal bins** and establish **organic composting units** for food and garden waste.
  - Conduct **training sessions for housekeeping staff** on effective waste segregation and disposal practices.
  - **Collaborate with solar technology vendors** to conduct feasibility studies for expanding solar PV and water heating systems.
  - Replace outdated fixtures with **LED lighting** and **energy-efficient BLDC ceiling fans** to improve energy conservation.
-

## **GENDER AUDIT**

### **A. EXTERNAL AUDIT TEAM OBSERVATIONS**

**Dr Joseph (University of Mumbai):** *“A comprehensive and transparent report.”*

**Dr. Lata Pujari (Sophia College):** *“Well-presented with extensive coverage of gender equality areas.”*

#### **Recommendations**

1. Develop a resource centre at the College for gender-based awareness, including documentary films and other digital and printed material.
2. Conscious attempts need to be made to include women and queer authors and theorists in the syllabi of all courses.
3. In addition to campaigns/awareness programs addressing issues of gender, it is very urgent to address issues of masculinity.

#### **Dr Lata Pujari Observation:**

#### **Recommendation**

1. Seminars/Conferences to be organized addressing all Gender dimensions.
  2. Gender-based journal can be started or a special issue addressing gender issues
  3. Restroom for other genders.
  4. More scholarships for gender equality.
  5. Gender champions programme to be implemented on campus.
-

## **RECOMMENDED ACTIONS BASED ON GENDER AUDIT OBSERVATIONS**

### **B. RECOMMENDED ACTIONS FOR THE WDC CELL**

#### **1. Develop a Gender Resource Centre**

##### **Recommended Actions**

- Establish a Gender Resource Centre equipped with books, research papers, documentary films, and digital materials.
- Organize monthly discussions, film screenings, and workshops on gender-related topics.
- Conduct seminars and conferences on various gender dimensions.
- Facilitate faculty workshops focused on inclusive curriculum development.

#### **2. Address Issues of Masculinity in Awareness Programs**

##### **Recommended Actions**

- Conduct gender sensitization workshops specifically addressing masculinity and its social implications.
- Collaborate with psychologists, counsellors, and NGOs for expert-led sessions.

#### **3. Implement a Gender Champions Program on Campus**

##### **Recommended Actions**

- Establish a student-led Gender Champions group to promote inclusivity and gender sensitivity.
- Organize peer education and outreach initiatives focused on gender rights.
- Encourage student volunteers to actively engage in gender advocacy.

## **C. RECOMMENDED ACTIONS FOR THE SYLLABUS COMMITTEE, LIBRARY COMMITTEE, AND GENDER STUDIES COURSE TEACHERS**

### **1. Incorporate Women & Queer Authors in the Curriculum**

#### **Recommended Actions**

- Review existing syllabi to integrate works by women and queer scholars.
- Ensure diverse and inclusive representation in reading lists and academic references.

### **2. Introduce Women's Studies as a Core Subject**

#### **Recommended Actions**

- Propose Women's Studies as a mandatory course in relevant academic programs.
- Develop interdisciplinary courses that incorporate gender perspectives.
- Obtain necessary academic approvals for implementing the revised syllabus.

## **D. RECOMMENDED ACTIONS FOR THE IN-HOUSE JOURNAL PERSPECTIVES IN SOCIAL WORK**

#### **Recommended Actions**

- Start a Gender-Based Journal / Special Issue
- Launch a bi-annual gender studies journal featuring original research, perspectives, and case studies.
- Encourage both students and faculty to contribute scholarly articles.

## **E. RECOMMENDED ACTIONS FOR THE ADMIN UNIT**

#### **Recommended Actions**

- Establish Restrooms for Other Genders
  - Identify appropriate campus locations for gender-neutral restrooms.
  - Allocate budget and administrative approvals for necessary modifications.
  - Ensure proper signage and safe, inclusive accessibility.
  - Offer more Scholarships to Promote Gender Equality Recommended Actions
  - Identify and secure funding sources for scholarships supporting gender equality.
  - Partner with corporates and NGOs to sponsor scholarship initiatives.
  - Publicize financial assistance opportunities to eligible students through effective outreach.
-

## **F. RECOMMENDED ACTIONS FOR THE JOB PLACEMENT CELL**

### **Recommended Actions**

- Track Job Placement & Dropout Rates for Female Students Recommended Actions
- Collect data on employment trends of female graduates, particularly in gender-focused organizations.
- Conduct exit surveys to understand workforce-related challenges.
- Implement career counselling and mentorship programs specifically targeting women students.

### **III EXAM AUDIT**

#### **A. OBSERVATIONS BY EXTERNAL AUDITORS**

**Dr Saima Khan (St. Xavier's College)**

**Dr Sunita Jadhav (Sophia College for Women)**

#### **RECOMMENDED ACTIONS BASED ON EXAM AUDIT OBSERVATIONS**

#### **B. RECOMMENDATIONS TO THE EXAMINATION DEPARTMENT**

##### **1. Transparency & Grievance Redressal**

- Show external exam assessed papers to students to reduce grievances.

##### **2. Infrastructure**

- Improve the designated Exam Control Room space.

##### **3. System Enhancements**

- Ensure confidentiality and security in printing and exam logistics. All exam-related processes should be handled in the Exam Control room
  - Consolidate exam operations in a single secure space.
  - Upload Outcome-Based Education (OBE) data as required.
  - Student feedback should be focused on evaluating the fairness, transparency, and efficiency of the examination process, and addressing any concerns related to assessment and grievance redressal.
  - Document gap analysis reports and action plans.
-



**ACTION TAKEN REPORT BASED ON  
THE RECOMMENDATIONS OF  
ACADEMIC AUDIT**

## **ACTION TAKEN REPORT BASED ON THE RECOMMENDATIONS OF THE ACADEMIC AUDIT**

*Recommendation: Introduction of Outcome-Based Education (OBE)*

*The audit team recommended the introduction and systematic implementation of Outcome-Based Education (OBE) across all academic programmes.*

### **ACTION TAKEN**

#### **IMPLEMENTATION OF OUT COME BASED EDUCATION**

The College has systematically implemented Outcome-Based Education (OBE) to enhance the quality of teaching, learning, and assessment, in alignment with national higher education reforms and regulatory frameworks. OBE focuses on clearly defined learning outcomes, ensuring that students acquire not only subject knowledge but also skills, values, and competencies relevant to their academic and professional growth.

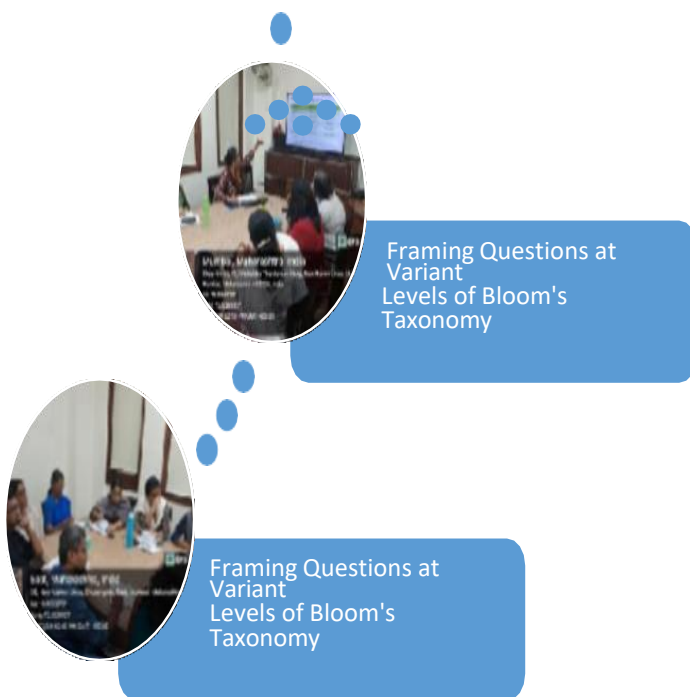
As part of OBE implementation, the institution has framed Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) for all programmes. These outcomes are communicated to students at the beginning of each academic year and are displayed in syllabi, course plans, and institutional records. Teaching–learning processes are consciously aligned with these outcomes, ensuring coherence between curriculum delivery and expected learner achievements.

The College has undertaken several initiatives to strengthen OBE practices. Faculty members prepare detailed curriculum plans and assessment schedules mapping COs with POs and PSOs. Teaching methodologies such as experiential learning, participatory learning, fieldwork, case studies, seminars, projects, and reflective assignments are adopted to address different Bloom’s Taxonomy levels, thereby promoting higher-order thinking skills.

Assessment practices have been redesigned to align with learning outcomes. Continuous Internal Evaluation (CIE), End-semester examinations, Practical assessments, and Project work are structured to measure the attainment of defined outcomes. Rubrics and question paper blueprints are used to ensure transparency and outcome alignment in evaluation.

To build faculty capacity, the institution has organized faculty development programmes, workshops, and orientation sessions on OBE framework, outcome mapping, assessment strategies, and innovative pedagogies. Academic audits and internal reviews are conducted periodically to monitor the effectiveness of OBE implementation and to identify areas for improvement.

Through these sustained efforts, the College has successfully embedded OBE into its academic processes, resulting in improved curriculum delivery, learner engagement, and measurable learning outcomes. The institution remains committed to continuous enhancement of OBE practices to ensure holistic student development and academic excellence.



**Workshops/ Sessions organized by the IQAC cell Faculty Development Programs (FDPs):** IQAC has organized multiple FDPs to strengthen faculty competencies in various domains. Below is a timeline of key FDPs conducted:

## Workshop's/ Sessions organised by the IQAC Cell

### Faculty Development Programs (FDPs):

Date	Workshop Title	Presenter(s)
June 24, 2024	Curriculum Planning, Submission of Lesson Plan, and Internal Assessment Pattern: Discussion on Mapping Curriculum Outcome	IQAC Core Team
July 15, 2024	An Introduction to Outcome-Based Education, Curriculum Planning, and Development	Prof. (Dr.) M. A. Ansari, Bombay Teachers' Training College
July 15, 2024	Continuous Assessment and Evaluation Methods in Teaching and Learning Process: Formative and Summative Assessment Techniques	Dr. Raju Talreja, Bombay Teachers' Training College
July 22, 2024	Framing Questions at Variant Levels of Bloom's Taxonomy	Dr. Madhav Dharankar, Department of Education, SNDT University
July 29, 2024	Differentiated Instruction to Meet the Needs of Diverse Learners: Incorporating Active Learning Techniques	Dr. Neelu Verma & Farrah Z. Kerawalla, Bombay Teachers' Training College
August 5, 2024	Outcome-Based Education: COs, POs, and PSOs Automation Process	Splashgain Technologies Project Team
August 16, 2024	An Effective Teacher in Changing Times (Organized in Collaboration with Christ University, Lavasa)	Prof. Dr. Jibrael Jos, Christ University Lavasa
October 14, 2024	Session on OBE Mapping Process for the IQAC Team and Admin Staff	Splashgain Technologies Project Team
November 18, 2024	Workshop on OBE for the Faculty Team on the Mapping Process	Splashgain Technologies Project Team
November 21–22, 2024	Building an Ethical Foundation for a Positive Work Culture (Organized in Collaboration with Christ University, Lavasa)	Prof. Dr. Jibrael Jos, Christ University Lavasa
January 6, 2025	Session on Designing Question Papers Based on the Requisites of OBE	Examination Unit
January 10, 2025	Session on Indirect Assessments in OBE	Anchored by Splashgain Technologies
March 3, 2025	OBE: Understanding the Course Review Report	Studium Tech

### Session on Curriculum Planning by the IQAC Cell

June 24, 2024	Curriculum Planning, Submission of Lesson Plan, and Internal Assessment Pattern: Discussion on Mapping Curriculum Outcome	IQAC Core Team
---------------	---	----------------

On June 24, 2024, a comprehensive discussion was held on curriculum planning, lesson plan submission, and the internal assessment pattern, facilitated by the IQAC Core Team. The session focused on aligning these academic components with the institution's Outcome-Based Education (OBE) framework. Faculty members engaged in discussions on mapping curriculum outcomes effectively to ensure coherence between course objectives, teaching methodologies, and assessment strategies. The session also emphasized the importance of structured lesson planning and the integration of internal assessments to measure student learning outcomes. This initiative aimed to enhance academic planning, streamline evaluation processes, and ensure a more outcome-driven approach to curriculum delivery.

### Sessions on Outcome Based Education



An Introduction to Outcome-Based Education, Curriculum Planning, and Development



Continuous Assessment and Evaluation Methods in Teaching and Learning Process: Formative and Summative Assessment Techniques

**Sessions on OBE, Lesson Planning, and Assessment Plans:** To ensure the effective implementation of structured teaching and learning methodologies,



**IQAC conducted specialized sessions on:**

#### 1. Outcome-Based Education (OBE) Framework

- Understanding programme and course outcomes.
- Mapping learning outcomes with Bloom's Taxonomy.
- Designing OBE-aligned assessments and rubrics.

#### 2. Lesson Planning Strategies

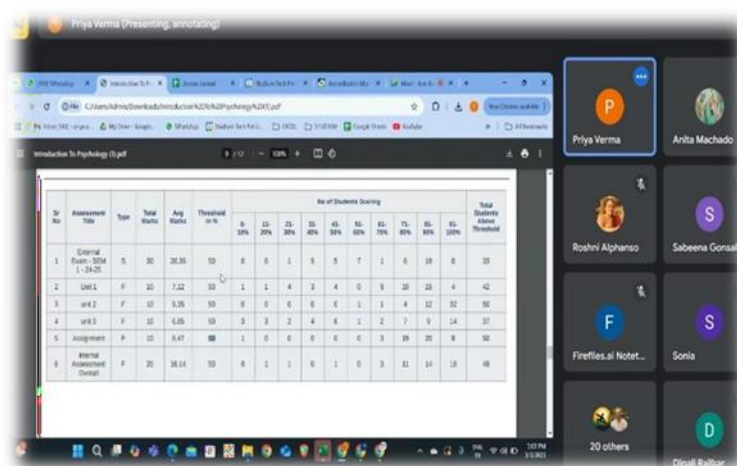
- Development of structured and effective lesson plans.
- Integration of student-centric teaching methods.
- Aligning lesson plans with course objectives and institutional goals.

### 3. Assessment and Evaluation Planning:

- Designing valid and reliable assessment tools.
- Implementing formative and summative assessments.
- Developing rubrics for objective evaluation.

August 5, 2024	Outcome-Based Education: COs, POs, and PSOs Automation Process	Splashgain Technologies Project Team
October 14, 2024	Session on OBE Mapping Process for the IQAC Team and Admin Staff	Splashgain Technologies Project Team
November 18, 2024	Workshop on OBE for the Faculty Team on the Mapping Process	Splashgain Technologies Project Team
January 6, 2025	Session on Designing Question Papers Based on the Requisites of OBE	Examination Unit
January 10, 2025	Session on Indirect Assessments in OBE	Splashgain Technologies Project Team
March 3, 2025	OBE: Understanding the Course Review Report	Splashgain Technologies Project Team

A series of structured sessions on Outcome-Based Education (OBE) were conducted to enhance institutional understanding and implementation of OBE principles. The initiative commenced on August 5, 2024, with an introductory session on the automation of Course Outcomes



(COs), Program Outcomes (POs), and Program- Specific Outcomes (PSOs), facilitated by the Splashgain Technologies Project Team. This was followed by a session on October 14, 2024, designed for the IQAC team and administrative staff, focusing on the OBE mapping process. On November 18, 2024, Faculty members participated in a workshop that provided in-depth training on mapping OBE components effectively. The Examination Unit conducted a session on January 6, emphasizing the design of question papers aligned with OBE requisites. On January 10, Splashgain Technologies led a session on indirect assessments in OBE, highlighting methods to gather student feedback and evaluate learning impact.

The final session was held on March 3, 2025, by Studium Tech, providing insights into the Course Review Report to support continuous improvement in curriculum delivery and assessment. These sessions collectively strengthened the institution’s commitment to OBE by integrating automation, assessment strategies, and data-driven course reviews.

### Faculty Development Sessions

November 21–22, 2024	Building an Ethical Foundation for a Positive Work Culture (Organized in Collaboration with Christ University, Lavasa)	Prof. Dr. Jibrael Jos, Christ University Lavasa
August 16, 2024	An Effective Teacher in Changing Times (Organized in Collaboration with Christ University, Lavasa)	Prof. Dr. Jibrael Jos, Christ University Lavasa

Two faculty development sessions were organized in collaboration with Christ University, Lavasa, featuring Prof. Dr. Jibrael Jos as the resource person. On August 16, 2024, a session titled *An Effective Teacher in Changing Times* provided faculty members with strategies to adapt to evolving educational landscapes. The session focused on innovative teaching methodologies, student engagement techniques, and the integration of technology in pedagogy to enhance learning outcomes.

Building upon this, a two-day workshop on Building an Ethical Foundation for a Positive Work Culture was conducted on November 21–22, 2024. This workshop emphasized the significance of ethical decision-making, professional integrity, and fostering a collaborative work environment in academic institutions. Discussions revolved around value-driven leadership, conflict resolution, and strategies for maintaining a culture of mutual respect and accountability. Both sessions contributed to professional development by equipping educators with the knowledge and skills necessary for effective teaching and ethical institutional leadership.



**Team Building Session**



**Session on Ethics**



**Valedictory Session**

## **Maintaining Curriculum and Lesson Plan**

The IQAC Cell facilitated the submission of unit-wise lesson plans and assessment plans to ensure structured curriculum implementation and effective evaluation processes. This initiative aimed to align teaching methodologies with course outcomes while maintaining consistency in instructional planning across departments. Faculty members were guided on designing comprehensive lesson plans that integrated learning objectives, instructional strategies, and assessment methods. The assessment plans were structured to include formative and summative evaluations, ensuring a balanced approach to measuring student learning.

## **Course report on CO PO Mapping**

A detailed course report on CO-PO mapping and the calculation of attainment scores was prepared to evaluate the effectiveness of Outcome-Based Education (OBE) implementation. This process was an automated process with some manual data entry. The process involved systematically mapping Course Outcomes (COs) with Program Outcomes (POs) and assessing student performance to determine attainment levels. After the reports were generated, an orientation session was conducted to familiarize course teachers with the methodology, interpretation of scores, and strategies for improvement. The reports were then shared with faculty members to facilitate data-driven decision-making in curriculum enhancement. An OBE manual was developed to serve as a comprehensive guide, outlining the framework, assessment processes, and best practices for implementing OBE effectively. This initiative aimed to strengthen the institution's commitment to outcome-based teaching and continuous quality improvement.

## ***Recommendation 2 Establishment of an Examination Grievance Redressal Mechanism***

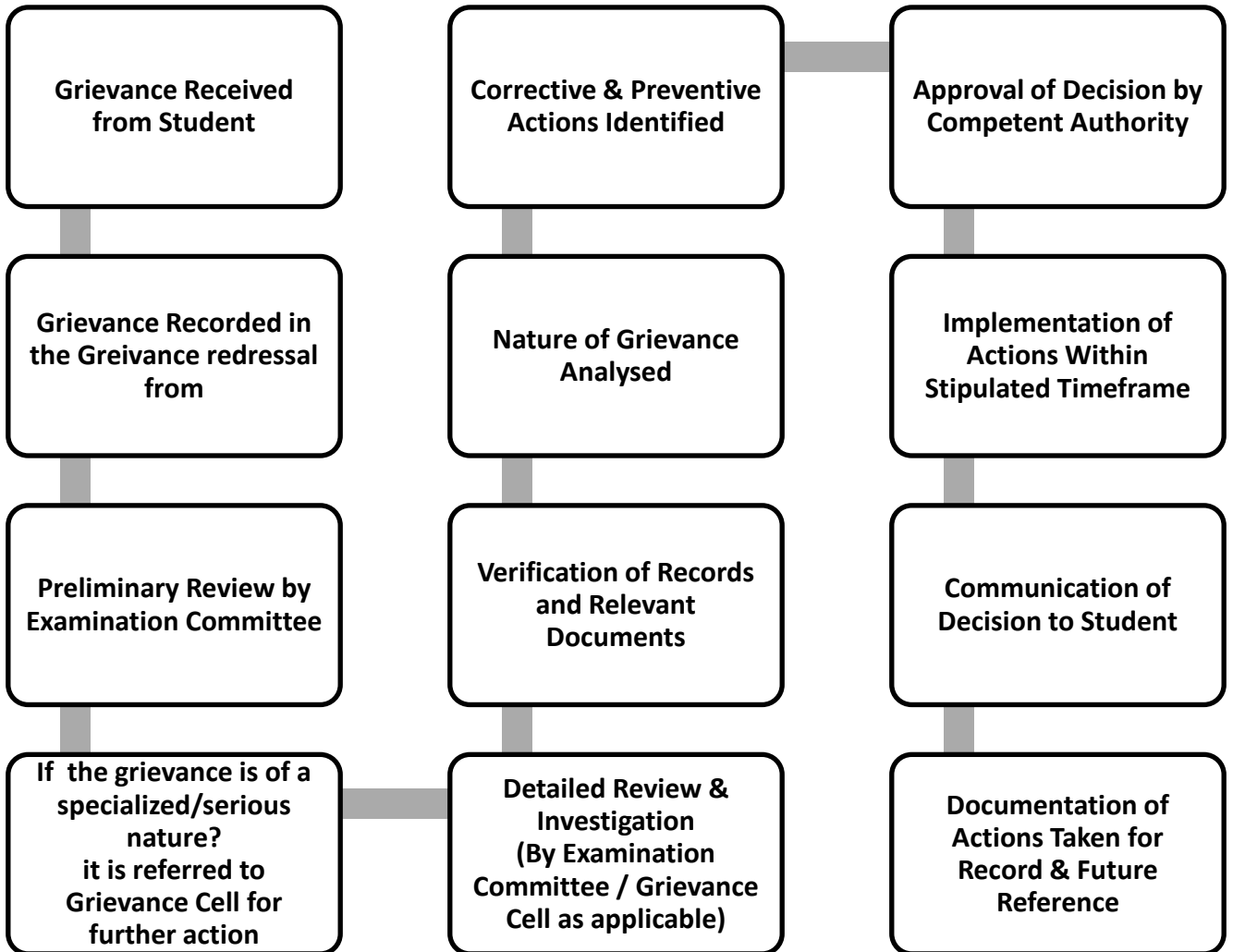
- *The team suggested the creation of a structured and transparent grievance redressal mechanism for examination-related processes.*
- *This mechanism should address student grievances related to evaluation, results, reevaluation, and other examination concerns. Proper documentation, communication of procedures, and student awareness were emphasized to ensure accountability and trust in examination systems.*

## **ACTION TAKEN**

To streamline the grievance redressal process, the College has developed a standardized Exam Grievance Handling Form. Students can formally submit their grievances related to examination processes such as re-totalling, revaluation, discrepancies in results, name corrections, question paper issues, exam registration, credits, transcripts, malpractice, and other examination-related concerns.

Each grievance received is reviewed by the Examination Committee and Specific Grievances are also addressed by the Grievance Cell. The grievances are duly recorded, reviewed, and investigated by the concerned Examination Committee and the Grievance Cell when the issue is referred to the cell. The nature of the grievance is examined, necessary verification is carried out, and due corrective and preventive actions are recommended and implemented within a stipulated time frame. The decisions and actions taken are duly documented for accountability and future reference. This structured mechanism ensures that students' examination-related issues are handled promptly and fairly, thereby reinforcing integrity in the evaluation process.

**STEPS INVOLVED IN THE GREIVANCE ADDRESSAL PROCESS**



## **Developing a standardized grievance form**

A standardized grievance form has been developed to streamline the process of receiving, recording, and addressing examination-related issues. This form enables students to formally submit their grievances with complete details, ensuring clarity and proper documentation at every stage.

### **Scope of Grievances Covered**

The grievance format is designed to cover a wide range of academic and examination-related issues, including:

- Re-totalling and Revaluation
- Challenge to Evaluation
- Photocopy of Answer Script
- Corrections in Name (Hall Ticket / Marksheet)
- Result Discrepancies (Theory/Practical)
- Credit-related Issues
- Question Paper-related Grievances
- Transcript Issues
- Student Malpractice-related Concerns
- Examination Registration Problems
- Issues related to Scribes/Writers
- Elective Subject Deviations
- Percentage Change Requests
- Examination Time-related Issues
- Any other examination-related grievance specified by the student

### **Grievance Submission and Documentation**

To initiate the grievance process students are required to provide:

- Personal and academic details (Name, Branch, Semester, Signature)
- Nature of grievance (by selecting the relevant category)
- A clear written description of the issue

This ensures that the grievance is well-defined and supported with necessary information for effective review.

## **Investigation and Redressal Process**

Once submitted, the grievance is:

1. Recorded and acknowledged by the Examination Section.
2. Reviewed and investigated by the concerned Examination Committee members and
3. Relevant authorities, depending on the nature of the grievance. For Specialised grievances, the issue is referred to the Grievance Committee
4. The Process is documented with specific details, including
  - Investigation details
  - Officials responsible for addressing the issue
  - Signatures and designations of the authorities involved

This structured approach ensures transparency, accountability, and proper tracking of every case.

## **Corrective and Preventive Measures**

The form also includes dedicated sections for:

- **Corrective Action Taken**

Steps implemented to resolve the specific grievance.

- **Approval and Oversight**

All grievances and their resolutions are reviewed by Examination Committee Members, and the process is overseen by the Principal, ensuring institutional-level monitoring and adherence to academic regulations.



COLLEGE OF SOCIAL WORK (AUTONOMOUS), NIRMALA NIKETAN

Examination Grievance Redressal Form

Grievance Raised by:

Name of the student-		
Branch:		Semester:
		Sign of Student
S.No.	Nature of Grievance	Please tick in the box
1.	Re Totalling/ Revaluation	<input type="checkbox"/>
2.	Challenge of Evaluation	<input type="checkbox"/>
3.	Photo Copy of Answer Script	<input type="checkbox"/>
4.	Name correction in Hall Ticket	<input type="checkbox"/>
5.	Name correction in Marks	<input type="checkbox"/>
6.	Discrepancy in results Theory/Practical	<input type="checkbox"/>
7.	Credits Issue	<input type="checkbox"/>
8.	Grievance on Question Paper	<input type="checkbox"/>
9.	Transcripts Related Issues	<input type="checkbox"/>
10.	Student Malpractice	<input type="checkbox"/>
11.	Exam Registration	<input type="checkbox"/>
12.	Concerns Related to Scribes/ Writer	<input type="checkbox"/>
13.	Electives Deviation	<input type="checkbox"/>
14.	Percentage Change	<input type="checkbox"/>
15.	Examination Time Related Issues	<input type="checkbox"/>
16.	Any other Specify	<input type="checkbox"/>

Description of Grievance: -

.....  
.....  
.....

Investigation / Addressal of the Grievance: -

.....  
.....  
.....

Investigation/ Issues Addressed by

Name:	Name:
Designation:	Designation:
Contact No.	Contact No:
Sign:	Sign:

Corrective Action Taken: -

.....  
.....

Preventive Action Taken: -

.....  
.....  
.....

Examination Committee Member Name & sign: - 1. PRINCIPAL

**Recommendation Enhancement of Faculty Publications**

- *The audit team recommended enhancing faculty research output and publications in reputed journals, edited volumes, and conference proceedings.*
- *Faculty members were encouraged to actively engage in research and collaborative*

**ACTION TAKEN**

The faculty team has demonstrated a strong and diverse research culture, contributing to international and national scholarship, academic books, book chapters, and global academic forums. Their work reflects engagement with social work practice, community development, gender, health, education, youth development, and vulnerable populations. The list of publications is presented below:





**ACTION TAKEN REPORT BASED  
ON THE RECOMMENDATIONS OF  
ENERGY AND GREEN AUDIT**

## **Recommended Actions Based On Energy and Green Audit Observations Policy-Level Initiatives**

### **Recommendation**

*Formulate a comprehensive **Green Campus Policy** to articulate the institution's commitment to sustainability.*

The Green Campus Policy includes the following eco-friendly measures:

1. Enforce a ban on single-use plastics in campus premises such as canteens, hostels, and offices.
2. Install segregated waste disposal bins and establish organic composting units for food and garden waste.
3. Collaborate with solar technology vendors to conduct feasibility studies for expanding solar PV and water heating systems.
4. Replace outdated fixtures with LED lighting and energy-efficient BLDC ceiling fans to improve energy conservation.

## THE GREEN CAMPS POLICY

The Green Campus Policy draft was formulated by the College of Social Work in 2024 to institutionalize environmental consciousness and foster a sense of responsibility towards eco-friendly measures.

### Objectives of the Policy

1. To minimize the ecological footprint of the College
2. To promote environmental sustainability, resource conservation, and eco-friendly practices
3. To empower all collaborators to take an active role in supporting eco-friendly initiatives within the campus community.
4. To regularly conduct energy and environmental audits to measure and improve sustainability metrics.

The focus areas of this policy



The College has pledged its commitment to ensuring collecting, treating, and disposing of solid material through effective solid waste management measures; the use of water management/conservation strategies promoting responsible use of water resources; maintaining biodiversity and ensuring high-quality green cover on the College campus is a proactive approach to enhancing enhancing CO<sub>2</sub> sequestration; promoting environmental education through curriculum, extracurricular events; community engagement through initiatives of Field Action Projects demonstrating the implementation of the principles of sustainability; networking and collaboration with organizations for joint initiatives for environment protection; and ensuring accountability and commitment to environment protection through Energy and Green Audits. The College pledges to create a healthy ecosystem and maintain a symbiotic relationship with nature.

The practice principle of this policy is inspired by the 6 Rs of Sustainability: reduce, reuse, recycle, rethink, refuse, and repair, which aim to minimise waste and environmental impact through conscious choices and proactive interventions.

### **Energy Conservation**

The College of Social Work is committed to reducing its energy consumption through various energy conservation measures.

The institution has installed energy-efficient LED lighting across the campus, optimized HV AC (heating, ventilation, and air conditioning) systems for better efficiency, and promoted the use of renewable energy sources such as solar panels. A total of 229, 143 LED lights and 86 conventional lights are installed in various areas of the College. A total of 86 conventional CFL lights are installed in various areas of the College. Total light load is 5.7 kW.

The College has installed the solar PV plant of 30 kW on the rooftop and 10kW on the Extension Centre's rooftop to generate electricity and reduce CO<sub>2</sub> emissions. The College hostel has successfully installed a solar photovoltaic (PV) plant for water heating, harnessing renewable energy to provide an eco-friendly and cost-effective solution for heating water, while reducing the campus's carbon footprint. Water heating requirements in the hostels is being fulfilled by solar water heaters.

## **Waste Management**

Effective waste management practices are essential for fostering environmental sustainability, reducing operational costs, ensuring health compliance, and educating all collaborators on sustainable practices. The College has implemented a comprehensive waste segregation system to ensure that recyclable, non-recyclable, and hazardous wastes are properly disposed of.

There are separate bins for wet and dry waste, as per the Brihanmumbai Corporation Guidelines. The housekeeping staff and gardeners assist with waste segregation, which is done at the source and collected by *Safai Karmacharis* for proper disposal at the Municipal Corporation's dumping yards.

Bins are placed in classrooms and across the campus to encourage students and staff to properly dispose of waste. An orientation is conducted for all classes to raise awareness about keeping the environment clean, with regular announcements and posters displayed in every classroom.

The importance of environmental cleanliness is taught to students through regular announcements in class, and they are urged to maintain cleanliness by cleaning their classrooms by cleaning them independently through activities like *Shramdaan*.

Additionally, the College promotes the reduction of single-use plastics and encourages the use of reusable items. Composting organic waste is also practiced producing nutrient-rich compost for campus gardens.

Waste is collected in an organized manner, segregated into different categories, and then sold to approved vendors for recycling. A paperless system is encouraged, with the use of electronic methods such as WhatsApp, email, and Google Classroom for office work. Additionally, the practice of using one side of paper for tasks like faxes, printing drafts, meeting minutes, memos, and notes in the office is promoted to reduce waste. Students and staff are encouraged to use wastepaper and newspapers creatively during workshops and extracurricular activities related to various subjects. Fines are imposed on a class if waste is not properly managed, as both a preventive and promotive measure. The College's e-waste management reflects a commitment to environmental responsibility and sustainability, promoting proper disposal practices for electronic devices. Regarding biomedical waste, arrangements are made for the disposal of sanitary napkins in all the washrooms of the College.

The College recently took a significant step by handing over 179 kg of e-waste for recycling on July 19, 2024. Through this initiative, the College aimed to raise awareness about the importance of proper e-waste management and reduce its environmental impact.

The College actively encourages paperless work practices across various departments and activities to reduce paper consumption and minimize waste. In addition to paperless practices, any paper waste generated by the College is sold to the paper industry for recycling, ensuring that it is repurposed in a way that supports sustainable practices. Proactive efforts are made to update the College library's e-books and e-journals collection to reduce the need for printed books.

In keeping with its strong commitment to environmental responsibility, the College has taken a firm stance against the use of plastic on campus. Recognizing the detrimental effects of plastic on the environment, the institution strictly prohibits its use in all activities and events. Instead, the College prioritizes the use of eco-friendly alternatives, such as materials sourced from paper and indigenous materials. This change not only reduces plastic waste but also encourages the use of biodegradable and reusable materials.

Staff and students are encouraged to creatively utilize wastepaper and newspapers in various subject-based workshops, extracurricular activities, and College events. This practice allows students to explore innovative ways of reusing materials, fostering creativity and environmental awareness. For example, wastepaper and newspapers are often repurposed to create decorations, art, and other creative projects, such as the backdrop for the Annual Day celebration.

A Vermicomposting Plant has been installed at the extension centre to promote sustainable waste management practices. The plant would be used for composting organic waste, converting it into nutrient-rich soil, which could later be used for the gardens and landscaping projects.

The College has installed a Biogas plant at the Gnanjyoti College Campus, Dahanu. The biodegradable waste material is effectively utilised to produce bio-gas. This initiative not only helps in waste management but also contributes to reducing the College's reliance on traditional energy sources, promoting environmental sustainability.

## **Water Conservation**

Water conservation is another critical aspect of the Green Campus Policy. The College utilizes rainwater harvesting systems to collect and store rainwater for various non-potable uses, such as irrigation and flushing. Wastewater recycling systems are in place to treat and reuse wastewater, further reducing the campus's water footprint.

An effort to conserve water is made by providing access to Indian-style toilets in addition to western-style toilets. A caretaker is given the responsibility to take quick action to stop any water leaking from taps, pipelines, tanks, and toilet flushes, among other things.

The College has constructed a bore well and tank, both equipped with specially marked red connections, distinct from the municipal water supply system. The bore well and tank are primarily intended for non-drinking purposes, such as washing, gardening, and other essential tasks that do not require potable water. By utilizing these resources, the College aims to reduce the consumption of treated municipal water, promoting environmental sustainability and efficient water management across the campus.

The College has implemented a water harvesting initiative at its Extension Center to capture and store rainwater for various non-potable uses across the campus. The rainwater collected through this system is directed to a dedicated storage tank, which is then used for activities such as landscaping, gardening, and other operational needs that do not require potable water. By harnessing rainwater, the College reduces its reliance on municipal water supply, thereby conserving valuable water resources and lowering the overall water consumption of the College. The College is committed to creating awareness among collaborators about the importance of water conservation. Educational campaigns, workshops, and informational materials are provided to emphasize the role that water harvesting plays in sustaining the environment.

The College took the initiative of Wet Waste Management, focusing on organic and food waste, a crucial component under Sustainable Development Goal 12. On 7th November 2025, the Indian Pollution Control Association, under the CSR initiative of *Swarn Lata Motherson Trust*, installed the Aerobin composter at the College of Social Work, Extension Centre, Goregaon, which helps with recycling and treatment of wet waste.

## **Green Building Practices**

The construction and maintenance of campus buildings [Goregaon East and Churchgate] adhere to green building standards. Sustainable materials are used in construction, and buildings are designed to maximize natural light and ventilation, reducing the need for artificial lighting and air conditioning. The institution also focuses on the efficient use of resources during the construction and operation of buildings, ensuring minimal environmental impact.

## **Biodiversity and Landscaping**

Enhancing green spaces on campus is a priority for the College. The College takes immense pride in its meticulously maintained landscaping, which is not only aesthetically pleasing but also serves an environmental purpose. The institution has undertaken various landscaping projects to increase the green cover and promote biodiversity. Native trees and plants are planted and maintained in gardens and green areas, providing a habitat for local wildlife and improving the campus's aesthetic appeal.

The campus features a diverse array of trees and plants, many of which are known for their medicinal properties. This wide variety of flora contributes to the overall ecological health of the environment, while also offering valuable resources for research and learning. The landscaping design focuses on sustainability and creating a green, vibrant atmosphere that enhances the College's commitment to environmental conservation. As a token of appreciation, guests and visitors to the College are often presented with saplings from the College garden. This gesture not only symbolizes the institution's dedication to environmental stewardship but also encourages individuals to participate in green initiatives by planting and nurturing these saplings in their own environments.

## **Environmental Education**

The College integrates environmental education into its curriculum and conducts regular workshops, seminars and events to raise awareness about environmental issues and sustainable practices. These educational initiatives aim to instill a sense of environmental responsibility in students and staff, encouraging them to adopt sustainable practices in their daily lives.

To give a better understanding and clarity for the students in the area of sustainability, an Elective Paper is introduced for the second year Master of Social Work students titled

Sustainable Development and Environment. As part of this programme, a *Pollution Mapping* session was organised combining the lessons on different kinds of pollution and the Participatory Rural Appraisal [PRA] technique of community mapping in Social Work. To spread awareness about noise pollution and also to ensure responsible behaviour towards reducing and controlling noise pollution, an oath was taken by staff and students. The oath-taking ceremony addressed issues of areas of honking in public, soundproofing, and usage of excessive firecrackers, high-frequency mike systems and so on.

The College is a smoking free Campus. The use of smoking products is banned in the College.

### **Community Engagement**

The institution actively engages with the community to promote environmental sustainability. The College participates in and supports various community-based environmental initiatives through its Field Action Projects and fosters partnerships with external organizations working for environment protection. These collaborations help extend the impact of the Green Campus policy beyond the campus boundaries.

*Spandan*, the Field Action Project of the College, promotes sustainable development for better livelihood and focuses on malnutrition issues in the Talsari and Dahanu blocks of Palghar district, Maharashtra. The project *Satwaahar: Promoting Sustainable Nutrition Gardens* of Spandan focuses on setting up eco-friendly projects, particularly nutrition gardens, to improve families' food security and dietary conditions. The initiative includes training programs on sustainable farming practices and eco-friendly gardening techniques; establishing community and school-based nutrition gardens with support from partner organizations; distribution of seeds to promote local-level sustainable farming practices; herbal medicinal training to encourage the use of natural remedies; and the development of model nutrition gardens to serve as training and demonstration.

Spandan's *Unnati* project provides alternate livelihood options through eco-friendly skill development initiatives, including training on coconut shell artefact production, where participants learn sustainable crafting techniques; bamboo artefact training in collaboration with research and training institutions, equipping participants with the skills to create eco-friendly products such as vases, mats, photo frames, and pen stands; sales of eco-friendly

bamboo products through various community markets and institutions, promoting sustainable economic opportunities. *Anubhav Youth Development Center*, another Field Action Project of the College of Social Work, conducts sessions on the Environmental Justice module of the *Lahey* programme with NSS students of various Suburban Colleges. The sessions are aimed at raising awareness about environmental justice issues, engaging the community, and inspiring action for a sustainable and equitable future. Through the sessions, participants not only gain a better understanding of environmental justice but also recognise the importance of addressing environmental issues equitably, ensuring that vulnerable communities are not unfairly affected. The students are highly engaged throughout the session, offering thoughtful responses to the questions posed and reflecting on the injustices happening to the environment.

The College collaborates with various organisations to promote dry waste collection drives, beach cleaning initiatives and field visits to promote environmental consciousness among collaborators. Rotaract Club is collaborating with *Green Soul* collaboration for waste collection boxes and promoted the products of Paryavaran Dakshata Mandal, Thane during through Junoon. Paryavaran Dakshata Mandal, Thane, sold eco-friendly products at their stalls and promoted importance of healthy lifestyle changes.

### **Implementation of Energy and Green Audit**

The College has decided to conduct Energy and Green Audit regularly. An Energy Audit is an inspection, survey and analysis of energy flows, for energy conservation in a building, process or system to reduce the amount of energy input into the system without negatively affecting the output(s). In commercial and industrial real estate, an Energy Audit is the first step in identifying opportunities to reduce energy expense and carbon footprints. The objective of carrying out a Green Audit is to secure the environment and cut down the threats posed to human health; to make sure that rules and regulations are taken care of; to avoid the interruptions in the environment that are more difficult to handle and their correction requires high cost; and to suggest the best protocols for adding to sustainable development.

On March 6, 2025, the College of Social Work conducted the Energy and Green Audit in collaboration with Power Tech Energy Solutions to track the eco-friendly measures adopted by the College and explore areas and scope for improvement and implement corrective actions. The formulation of a **Green Campus Policy** is a key outcome of conducting Energy and Green

Audit, serving as a comprehensive roadmap for the College to implement sustainable and eco-friendly practices. This policy documents the strategic approach to environmental management, reducing the ecological footprint, and fostering sustainability among students, faculty, and staff. The Green Campus Policy of the College, through comprehensive strategies, strives to create a sustainable and environmentally responsible campus. This policy will be applicable for the next three years and will be reviewed based on the feedback and recommendations received periodically and accordingly.

### **Recommendation**

Establish an Environmental Committee to function as a regulatory and monitoring body. The Environmental Committee will coordinate the following initiatives:

1. Encourage student-led green initiatives as part of the Environmental Studies curriculum and co-curricular activities
2. Organize regular e-waste collection drives in collaboration with certified recyclers.
3. Install paper recycling bins throughout the campus and promote double-sided (duplex) printing practices.
4. Waste Management
5. Student-Led Campaigns
6. Conduct tree plantation drives and awareness campaigns to foster sustainable habits and environmental consciousness.
7. Conduct training sessions for housekeeping staff on effective waste segregation and disposal practices.

A Green Initiative based on the Behaviour Change Model was coordinated by the Rotaract Club, focusing on waste segregation and non-degradable waste management

### **Green Initiatives by the College through Courses Offered**

In response to the growing global concern over environmental degradation, climate change, and sustainability, educational institutions have integrated green initiatives into their curricula. The Environmental Studies course for BSW I and the Sustainable Development course for MSW II have been designed to equip students with the knowledge, skills, and attitudes necessary for promoting ecological balance and social responsibility. These courses aim to foster environmental stewardship, sustainable practices, and an understanding of the interdependence

---

between social work and ecological well-being. The *Environmental Studies course for BSW I* focuses on building a foundational understanding of environmental issues and their impact on individuals, communities, and social work practice. *The Sustainable Development course for MSW II* expands on the foundational concepts from BSW I and integrates advanced strategies for promoting sustainability in social work. The Environmental Studies and Sustainable Development courses are strategically designed to prepare students for integrating green initiatives into social work practice. By fostering environmental consciousness, sustainable interventions, and policy advocacy, these courses contribute to creating socially responsible professionals capable of addressing global ecological challenges. Through education and action, students are empowered to drive change towards a greener and more sustainable future.

### **RECOMMENDED ACTIONS FOR THE ROTARACT CLUB**

The Rotaract Club of the College has been proactive in promoting environmentally friendly initiatives. An ecology field trek was organised to Karnala Bird Sanctuary on 24th August 2025 to promote environmental awareness, teamwork, and experiential learning. Participants included a group of 28 students and two teachers. A Green Class Initiative based on the Behaviour Change Model is being coordinated by the Rotaract Club, focusing on waste segregation and non-degradable waste management.

The College collaborates with various organisations to promote dry waste collection drives, beach cleaning initiatives and field visits to promote environmental consciousness among collaborators. Rotaract Club is collaborating with *Green Soul* for waste collection boxes and promoting the products of Paryavaran Dakshata Mandal, Thane, through Junoon. Paryavaran Dakshata Mandal, Thane, sold eco-friendly products at their stalls and also promoted the importance of healthy lifestyle changes.



On February 23<sup>rd</sup> Rotaract Club inaugurated the Green Club Initiative. The staff spoke to the students about the need to keep the classrooms and surroundings clean. The dustbins will be installed today after lectures. As part of the initiative club members have also decided to have their own steel cups to prevent usage of disposable cups and generate lesser waste.



## **RECOMMENDED ACTIONS FOR THE WDC CELL**

### **Develop a Gender Resource Centre**

#### **Recommended Actions**

- Establish a Gender Resource Centre equipped with books, research papers, and documentary materials
- Films and digital materials.
- Organize monthly discussions, film screenings, and workshops on gender-related topics.
- Conduct seminars and conferences on various gender dimensions.
- Facilitate faculty workshops focused on inclusive curriculum development.

### **Address Issues of Masculinity in Awareness Programs**

#### **Recommended Actions**

- Conduct gender sensitization workshops specifically addressing masculinity and its social implications.
- Collaborate with psychologists, counselors, and NGOs for expert-led sessions.

### **Implement a Gender Champions Program on Campus**

#### **Recommended Actions**

- Establish a student-led Gender Champions group to promote inclusivity and gender sensitivity.
  - Organize peer education and outreach initiatives focused on gender rights.
  - Encourage student volunteers to actively engage in gender advocacy.
-

**RECOMMENDED ACTIONS FOR THE SYLLABUS COMMITTEE,  
LIBRARY COMMITTEE, AND FACULTY MEMBERS  
HANDLING GENDER STUDIES COURSES**

**Incorporate Women & Queer Authors in the Curriculum**

**Recommended Actions**

- Review existing syllabi to integrate works by women and queer scholars.
- Ensure diverse and inclusive representation in reading lists and academic references.

**Introduce Women's Studies as a Core Subject**

**Recommended Actions**

- Propose Women's Studies as a mandatory course in relevant academic programs.
- Develop interdisciplinary courses that incorporate gender perspectives.
- Obtain necessary academic approvals for implementing the revised syllabus.

**RECOMMENDED ACTIONS FOR THE  
THE IN-HOUSE JOURNAL PERSPECTIVES IN SOCIAL WORK**

**Recommended Actions**

- Start a Gender-Based Journal / Special Issue Recommended Actions
- Launch a bi-annual gender studies journal featuring original research, perspectives, and case studies.
- Encourage both students and faculty to contribute scholarly articles.

**RECOMMENDED ACTIONS FOR THE ADMINISTRATIVE UNIT**

**Recommended Actions**

- Establish Restrooms for Other Genders Recommended Actions
  - Identify appropriate campus locations for gender-neutral restrooms.
  - Allocate budget and administrative approvals for necessary modifications.
  - Ensure proper signage and safe, inclusive accessibility.
  - Offer More Scholarships to Promote Gender Equality Recommended Actions
  - Identify and secure funding sources for scholarships supporting gender equality.
  - Partner with corporates and NGOs to sponsor scholarship initiatives.
  - Publicize financial assistance opportunities to eligible students through effective outreach.
-

## ACTION TAKEN REPORT

The recommendations of the External Audit Team were shared with the Non-Statutory Committees, such as the Women Development Cell, Rotaract Club, and Job Placement Cell. The Action Taken Report based on the recommendations is highlighted further.

### SETTING UP OF A GENDER RESOURCE CENTER

The Women Studies course faculty coordinated with the Aditya Birla Library to develop a Gender Resource list of the books, journals and articles on gender. It was decided that the Conference Room in the library could be converted to a Gender Resource Centre. A decision was made to connect with the established Gender Resource Centres in Mumbai like Vacha to obtain a list of resources, specifically IEC materials and documentary films. A proposal was developed, including the budget for setting up a Gender Resource Center.



The Institute has an extensive collection that reflects a deep commitment to gender studies, offering a well-rounded exploration of feminist scholarship and gender discourse. The Aditya Birla Library is well equipped with resource material on gender that includes books, journals, and research studies.

## **GENDER SENSITIZATION WORKSHOPS ADDRESSING ALL DIMENSIONS OF GENDER, MASCULINITY AND ITS SOCIAL IMPLICATIONS.**

Monthly discussions, film screenings, and workshops on gender-related topics are regularly organized as part of the Women's Studies courses offered at the BSW and MSW programmes. Students are encouraged to participate in seminars and workshops on gender through field placements.

An effort is made to collaborate with psychologists, counsellors, and NGOs for expert-led sessions. Ms Binaifer Jesia, a psychiatric social worker and founder of Manav Foundation, was the Resource Person for the session on Friendship Day organized by WDC. All sessions, programmes, and workshops are organized in collaboration with organizations and experts working on gender. Prominent among them are MAVA, Majlis, Rati Foundation, and Prerana, Citizens for Justice and Peace. In the year 2025-2026, students and staff have participated in various programmes organized by Non-Governmental Organisations and Fieldwork agencies. An overview of key programmes students participated in are highlighted below:

1. On 15<sup>th</sup> October 2025, students placed at *Special Cell for Women and Children* attended the Stree Mukti Parishad organised by Stree Mukti Sanghatana titled “Stree Mukti Parishad.” The session was conducted to commemorate 50 years of the women’s movement led by the organization. Representatives from various NGOs, organizations, and foundations working in the field of women’s rights and social justice were invited to participate and share their experiences. The session created a platform for organizations to present the roles, interventions, and challenges they face while working with women and marginalized communities. Participants discussed key issues such as gender inequality, patriarchal norms, lack of awareness, social resistance, and structural barriers encountered during fieldwork. A collective discussion round encouraged participants to reflect on common challenges and explore possible strategies to address them. Emphasis was laid on the need for inter-organisational collaboration, community awareness programs, capacity building, and policy-level advocacy. The session concluded with a shared vision of building a society based on equality, justice, dignity, and respect for human rights, especially for women and marginalized groups.
-

2. Two students from the Master of Social Work, Semester II, participated in the Second Irene Heredia Memorial Biennial Public Talk at the Sophia College for Women, Mumbai, on Women in Healthcare: the dynamics of gender and violence by Dr Amar Jesani, Independent Researcher, Editor and Teacher of Bioethics and Public Health, on November 17<sup>th</sup> 2025
  3. Over 50 students participated in the 5-day exhibition from November 19- 23 2025, on New Criminal Laws, showcasing all major changes in the laws and how they have the potential to change the Criminal Justice System for the benefit of citizens. Victim-centric and citizen-centric provisions have been depicted through digital and print media in 10 different stalls.
  4. Eight Students from the Master of Social Work, Second Year, placed in Family Court, Bandra and Thane, organised a seminar on Holistic Approaches to Family Court Practices: Legal, Psychological, Cultural and Social Insights as part of their Fieldwork. The Seminar was organised as a micro-training program for the counsellors of the family court. SSWs of DLSA, Family court Bandra and Thane, had prepared over 12 presentations on various topics according to themes. Presentations were made on Counselling Approaches and psychological support in family courts (3 presentations); Legal Frameworks, family laws and judicial gap (7 presentations); Cultural and social dimensions of family cases (2 presentations). Legal Frameworks, family laws and judicial gap (7 presentations); Cultural and social dimensions of family cases (2 presentations). The participants at the seminar were counsellors of the Family Court Bandra and Student social workers of SNDT College.
  5. A workshop by Mr Santosh Shinde on Child Protection and related laws was organised by the College of Social Work [Empowered Autonomous] to commemorate International Child Rights Day on 20<sup>th</sup> November 2025.
  6. On 22nd November, 2025, students placed at Special Cell for Women and Children attended the programme: *The Changing Mumbai and Us* organised by Stree Mukti Sanghatana. The programme brought together representatives from various organizations, community groups, women's collectives, and activists to discuss contemporary social challenges faced by the city of Mumbai. Key issues discussed
-

included the increase in domestic violence cases, housing insecurity, inadequate sanitation, unsafe public transport, gender inequality, and the lack of recognition and protection of queer rights.

7. An awareness seminar with *Aanganwadi Sevikas* of Dharavi on strengthening community action to prevent and respond to domestic violence was organised by Master of Social Work, Semester IV students placed in LTMG, Sion for Fieldwork on November 28<sup>th</sup> 2025. Mrs Vandana Patil (Counsellor), S.N.E.H.A [Society for Nutrition, Education, and Health Action]
8. Students placed with Karunya Trust participated in the Orange the World Campaign, an international initiative against gender-based violence, observed for 16 days from 25th November 2025 to 10th December 2025. As part of the campaign, they engaged in various activities organized by the Gyansaathi Project. This year, the students had the opportunity to conduct a street play on domestic violence, involving women from the community. In addition, the students participated in activities such as wall painting, which provided them with a deeper understanding of the community and enhanced their learning experience.
9. Two Faculty Members, participated in the Maharashtra Stree Mukti Parishad *towards a Feminist Transformation of Society State-wide* Conference in Collaboration with Yashwantrao Chavan Centre on 20th December 2025. Participants included activists, social workers, academicians, social work practitioners, and students across the country. The participants obtained valuable insights into key themes such as forms of violence [natal family violence, marital family violence, caste-based violence, state-supported violence]; Challenges before the Indian Constitution; Queer, Trans, Intersex and Sex Workers' Movements: Struggles and Politics and so on.

**The Women Development Cell (WDC)** is a critical component in academic institutions designed to foster a gender-sensitive environment. By coordinating sessions, workshops, and seminars, the cell tackles topics such as legal rights, health, positive relationships and gender equality. The first major activity of the Women Development Cell, 2025-2026 was the Friendship Day Week 2025, organized from July 30 to August 6 2025. The week-long programme focused on strengthening values of empathy, solidarity, inclusion, and emotional

---

support within the campus community. A variety of creative and reflective activities, such as storytelling, reel-making, letter writing, interactive games, and a friendship photo booth, were conducted throughout the week, encouraging active participation from students and staff. The final day marked the formal celebration of Friendship Day, which concluded with an enriching expert session on *Building Positive and Healthy Friendships*. The session was conducted by Ms Binaifer, Jeisa, who guided students on trust, empathy, healthy boundaries, and respectful relationships, bringing the Friendship Day Week celebrations to a meaningful and reflective closure.

As part of its academic and social awareness initiatives, the Women Development Cell organized the 16th Krantijyoti Savitribai Phule Lecture Series on 7th January 2026 on the theme “*Contemporary Perspectives on Crime against Women and Social Justice.*” The guest speaker, Ms Gauri Ashok Vichare, Head Constable, Crime against Women Cell (CAWC), CID Crime Branch, Mumbai,



delivered an insightful and engaging session. The session witnessed the participation of approximately 140 participants, including around 120 students, along with teaching and non-teaching staff. The programme encouraged critical reflection on issues related to crime against women, legal safeguards, and social justice mechanisms.

A Financial Awareness Program for Girls was organized by Women Development Cell in collaboration with Mirae Asset Mutual Fund (Mirae AMC) and CIEL on 12th January 2026. The programme aimed to enhance financial literacy among College girl students and build awareness on the importance of early financial planning, saving, and investing. The session promoted the concept of Systematic Investment Plans (SIPs) and mutual fund investing as accessible tools for young women. It also reinforced the institution’s role as a socially responsible educational institution committed to empowering students with practical life skills and creating a future pool of informed savers and investors.

The Women Development Cell collaborated with Prerana to organize the dissemination of the HUMRAH Video Series on the Protection of Children from Sexual Offences Act-2012 (POCSO Act), on 13th January 2026. Ms Priti Patkar, Founder of Prerana, set the context by speaking on the Protection of Children from Sexual Offences (POCSO) Act, highlighting child rights, safety, and access to justice. The Prerana team conducted a short video screening from the HUMRAH series, followed by an interactive discussion and question-and-answer session. The programme enabled students to gain meaningful insights into child protection laws and the role of educational institutions in safeguarding children.

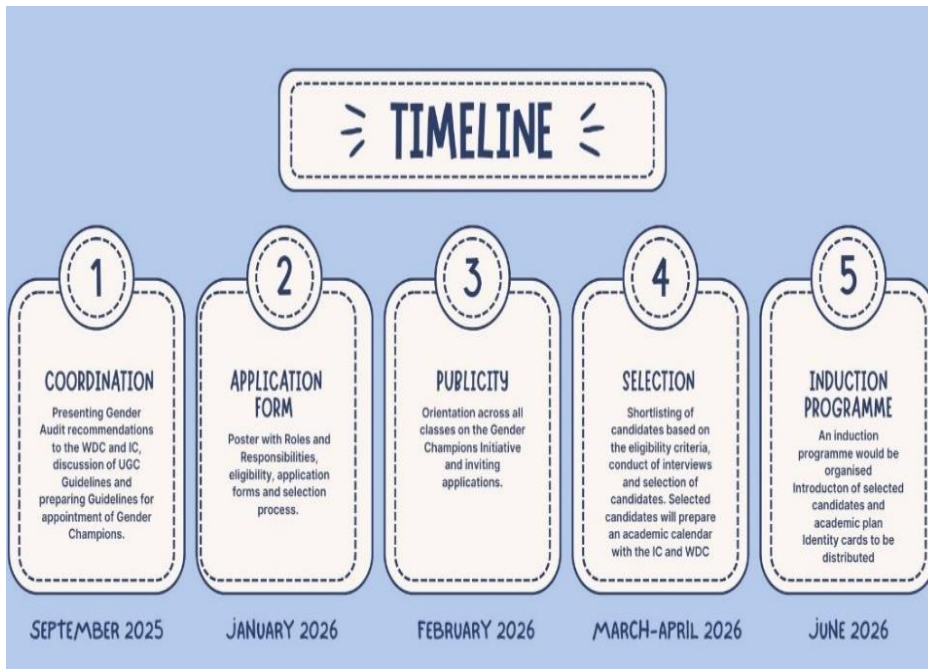
A week long programme to commemorate Internal Women's Day was organized on March 10 2025.

On Monday, 28<sup>th</sup> July 2025, a session on the **Internal Committee's** role in creating safe education institution spaces was organized for Bachelor of Social Work and Master of Social Work, Semester I. Mr Sagar Bhonsale (Special Cell for Women and POSH trainer). The session was conducted well, and the resource person delivered all the information on legal provisions to prevent, prohibit and redress sexual harassment at the workplace; the importance of IC: roles and functions; what constitutes sexual harassment at the workplace/educational institutions; and procedures for making a complaint. The feedback form was shared, and the feedback was positive for the overall organization of the program as well as the resource person. In December 2025, two students, Ms Andrea L, Master of Social Work, Semester I and Mr Shobek, Bachelor of Social Work, Semester II, were nominated as student representatives of the IC. Adv Sheeba Paul, external member of IC, was contacted and added to the WhatsApp group.



## GENDER CHAMPIONS PROGRAMME

The Women's Development Cell is coordinating with the Internal Committee to appoint Gender Champions in the College. The University Grant Commission, Ministry of Human Resource Development, Guidelines for Gender Champions in Institutions [roles and responsibilities of



Gender Champions, Eligibility, Section Process, Appointment and duties of Nodal Officers, etc.] were shared by the IQAC with the WDC and IC Convener. The broad mandate of

a Gender Champion is to provide an integrated and interdisciplinary approach to understanding the social construction of gender that shapes the experiences of individuals in society. The aim is to sensitise and create positive social norms that promote equality and equity. A roadmap for the appointment of Gender Champions was developed.

In addition to the efforts in appointing Gender Champions, the student representatives in the Women Development Cell proactively engage with promoting gender equality by facilitating activities like workshops, debates, and community visits to sensitize peers, ensure respectful interaction, and advocate for gender justice. In December 2025, two students, Ms Andrea Rock Louis, Master of Social Work, Semester I and Mr Shobek Benny P M, Bachelor of Social Work, Semester II, were nominated as student representatives of the IC. Adv Sheeba Paul, external member of IC, was contacted and added to the WhatsApp group.

## **INTEGRATION OF THE GENDER COMPONENT IN THE CURRICULUM**

Integration of the Gender component in the curriculum was an important recommendation of the External Team. The integration of a gender component into the curriculum was a valuable contribution of the Women's Movement across the globe. The integration includes Mainstreaming Gender Awareness [Incorporating gender sensitivity across all subjects rather than treating it as a separate, isolated topic]; Revising Textbooks [Removing gender biases, stereotypes, and patriarchal depictions in teaching materials]; Teacher Training: Equipping educators with the capacity to utilize gender-responsive pedagogy/feminist pedagogy and facilitating platform and spaces for discourses on gender, gender debates, reviews as often recommended to transform attitudes, beliefs, and behavioral patterns in educational institutions. This approach is considered essential to challenge the marginalisation of women's studies and fulfil the constitutional commitment to using education as an agent of change for women's equality.

The genesis of women's studies lies in the Women's Movement (WM) of the 1970s that brought a new direction, scope and dynamism for the institutionalization of Women's Studies in higher education institutions. The United Nations International Year for Women in 1975 opened the door for national, regional and global discourses by women's rights groups and newly emerging University Grants Commission-sponsored women's studies centres in Indian Universities. WS was envisaged as an 'interventionist' and as a 'critical perspective' within higher education in its formative years (1980s), which recommended an integration of women's questions in all existing disciplines. Today, Women's Studies could include anything from the addition of women to course syllabi to a completely reconceptualized methodology and pedagogical practice.

At the College of Social Work, Women's Studies is offered as a Core subject in the Bachelor of Social Work, Semester III, and the Master of Social Work, Semester IV. The units of the course include basic gender concepts, women's movement in India, feminism, historical perspectives on women, gender-based violence, national and international initiatives for women's empowerment, and Feminist Social Work Practice. Gender as a theme also cuts across various subjects that are offered by the College, including Integrated Social Work Practice, Human Rights, Ageing, Work with Disability, Health and Mental Health and Therapeutic Skills. Gender-sensitive content is integrated across subjects to address the marginalization and social

---

exclusion based on gender and promote awareness of the subject through a gender lens. The use of gender-sensitive language and feminist pedagogy are important strategy to promote inclusivity in teaching. An effort is made to incorporate diverse perspectives and experiences of women and marginalized genders in the curriculum. The following table presents the Gender Component across courses offered by the College.

### Master of Social Work Programme Semester I and II

Semester, Course Name and Code	Unit	Subunits
Semester I Introduction to Social Sciences CC401	Unit III Sociology of Gender	Gender as a Social Construct: Gender, Sex, Sexuality; Production of Masculinity and Femininity Gender: Differences and Inequalities concerning class, caste, work and family Gender, Power and Resistance: Role of Movements
Semester I Health and Social Work DSE401	Unit IV Health Disparities and Social Work Intervention	Aging and health Migration and Urban Health Health and Gender-gender dimensions of health care, reproductive rights, gender-based violence, female deficit and emerging issues
Semester I Family-Centred Practice DSE403	Unit III Challenges and Coping strategies of Families in difficult situations	Families facing issues related to child protection (violence, abuse, child marriage, trafficking, child work)
Semester II Mental Health Practice DSE404	Unit I Mental Health: history, concept, social determinants, multidimensional impact of mental health concerns.	Mental Health: history, concept, social determinants, multidimensional impact of mental health concerns. History of mental health: demonological to reformation Social determinants of mental health, Mental health models and classification systems Multidimensional impact: magnitude; human rights violations; social, economic and holistic health aspects. ICF's model of disability
	Unit IV Social Work Practice across mental health settings	Community Mental Health: concept, relevance, types Role of social worker in mental health settings as well as in multidisciplinary teams Mental Health in various settings: Schools, De-Addiction Centres, Hospitals, Child Guidance Clinics, Half Way Homes, Prison Settings, Palliative Care.
Semester II Marginalisation and Social Inclusion DSE 405	Unit II Marginalised groups and descriptions of marginalisation	Marginalised communities: Dalit-caste based issues, Tribal-indigenous people, DT/NT, OBC's, Minorities (regional, religious, ethnic), LGBTQI

<b>Semester, Course Name and Code</b>	<b>Unit</b>	<b>Subunits</b>
Semester II Women Studies DSE 406	Unit I Gender Concepts and Feminism	Sex and Gender; Femininity and Masculinity; Gender Bias; Gender Stereotypes; Gender Discrimination, Intersectionality, Patriarchy/Gender Order. Understanding the concept of Feminism, Feminist theories/perspectives
	Unit II Women's Movement in India Status of Women in India across the times. The genesis of the Women's Movement in India, and critique of the Women's Movement, Evolution of Women's Studies	Women's Movement in India: Status of Women in India across the times. The Genesis of the Women's Movement in India; and a Critique of the Women's Movement, Evolution of Women Studies
	Unit III Initiatives for Addressing Gender Inequality and Gender-Based Violence	International Initiatives by United Nations Statutory bodies for the empowerment of women, Schemes and policies for women's empowerment, Gender-Based Violence: Concept, Theories, Types, Interventions
	Unit IV Law and Gender	Law and Gender Laws and acts related to women and violence: domestic violence, sexual offences, Personal Laws (Hindu, Islam, Parsi and Christian) and family courts; Strategies -Gender mainstreaming, Gender Audit

### **Bachelor of Social Work Programmes [Semester I to IV]**

<b>Semester, Course Name and Code</b>	<b>Unit</b>	<b>Subunits</b>
Semester I Health and Nutrition OE 101	Unit I Introduction to Health	Concept and definition of health (objective and subjective components) Bio-psychosocial Model of Health Biomedical concept, Ecological concept, Psychosocial concept, Holistic concept Determinants of Health in India
	Unit II Introduction to Nutrition	Nutrition: Definition of Nutrition and its relation to health, Functions of foods Types of Nutrients: Source and functions, The food pyramid, My Food Plate and Balanced Diet Meal planning: Meal planning on using locally available low-cost foods to improve one's diet Malnutrition: Definition of malnutrition, the vicious cycle of malnutrition, and factors affecting malnutrition: (biological, socioeconomic, customs, superstitions and gender, caste; the influence of maternal nutritional status resulting in malnutrition).

Semester, Course Name and Code	Unit	Subunits
Semester II Introduction to Sociology OE 103	Unit III Culture, Socialization and Indian Society	Culture: concept, functions, characteristics, dimensions of culture Socialization: Definition, Agents of Socialisation (family, peer group, religion, education, mass media) Caste System; Tribal communities; Rural and urban societies; Religious communities; Gender and Society in India
Semester III Contemporary Development Studies Minor 201	Unit III Measuring Tools of Human Development	History and concepts of measuring Human Development - <i>Mahbub Ul Haq</i> , Amartya Sen, John Dreze Measuring Human Development Human Development indicators Poverty Index Gender Development Index Comparative analysis of HDI
Semester IV Rural and Urban Studies Minor 202	Unit II Rural Communities: Structure, Governance & Livelihood	Village Structure: Social stratifications: Class, Caste and gender dynamics in the context of equity. Rural Livelihoods Rural Governance: Funds, Functions, Functionaries

All genders have equal scope to select electives offered in different semesters. There is an equal representation of male and female teachers teaching courses. Field based assignments, classroom activities for students engagement, reading materials for varied courses, gender perspective as a social identity and an important intersectional factor, introducing students to contribution of social work pioneers irrespective of gender [sometimes focusing on women's contribution side-lined by history] teaching in gender sensitive language, addressing stereotypes and prejudice, referring to current affairs, addressing sexism in classes, use of participative and inclusive teaching methods are some measures to promoted gender sensitivity in teaching-learning process. Seating arrangements are catered to the needs and comfort of students. Representatives of students from all genders are encouraged during group work. Internalisation of gender biases and patriarchal ideology is addressed through innovative and creative techniques exploring the privilege-oppression continuum framework.

### *Feminist Pedagogy*

- Gender responsive teaching methods: Besides the above gender sensitive approaches, teachers, specifically course teachers, specifically Gender Studies teachers, adopt feminist pedagogies in their teaching. Feminist pedagogy is grounded in feminist theory, and it stems from critical pedagogy. Feminist pedagogy seeks to connect social justice with learning and acknowledges a connection between power and knowledge in the

learning environment. The Feminist Pedagogies adopted by the course teachers across core and other subjects are enumerated below:

- **Participatory learning:** This involves cultivating a learning environment in which the teacher and students work against the creation of hierarchy. Instead of being the ‘expert’ in imparting knowledge, the feminist pedagogue becomes a facilitator and learner at the same time. Participatory learning is encouraged through student-led discussions, debates, and group presentations on topics such as the Feminist vision and phases of the Women’s Movement.
- **Validation of personal experience:** Valuing the personal as a source of legitimate and valid knowledge, critical feminist pedagogues encourage students to understand personal experience as political, historical and socially constructed. Reflective assignments centred on “everydayness of violence”, interaction and dialogue with survivors of violence, review of documentary films based on testimonies of survivors, and case studies are some techniques utilised in the class.
- **Development of critical thinking and open-mindedness:** Feminist pedagogies support class participants not merely to acquire new knowledge, but also to develop their thinking in new directions. Students are encouraged to reflect, discuss and present on thematic areas through group presentations, thematic poster exhibitions, audio-video presentations on gender issues, etc.
- **Experiential Learning:** Experiential Learning is promoted through field visits, and interaction with stakeholders, collaborators and survivors of violence. Field visits are organised to government and non-government organisations, enabling students to understand their role and interventions in gender-based violence.
- **Social Action:** Empowering students to take action and advocate for social change, whether through activism, community organizing, or other forms of social engagement, by encouraging students to organise gender awareness sessions and campaigns as part of field-based or class assignments.

Faculty Development Programmes on Outcome-Based Education were organised by the IQAC to strengthen inclusive practices in the classroom. External Experts [IQAC, CDC, BOS and subject experts] are consulted during the preparation and review of the syllabus.

---

## **CONSCIOUS ATTEMPTS TO INCLUDE WOMEN AND QUEER AUTHORS AND THEORISTS IN THE SYLLABI OF ALL COURSES**

The conscious, systematic efforts to include women and queer authors, theorists, and perspectives in the syllabi of all academic courses are a crucial pedagogical imperative for creating inclusive, diverse, equitable, and comprehensive education. The integration of these perspectives moves beyond mere representation to fundamentally challenge entrenched heteronormative and patriarchal structures in academia, fostering critical thinking and social justice.

The recommendations of the Gender Audit External Team to review books by female and queer authors were an important recommendation.

The review of the bibliography for several courses indicates that though female authors are included in course references, most authors are males. Except for courses on Women Studies, that intentionally include female/queer authors, male authors dominate the reference list across Bachelor and Master of Social Work courses. An effort would be made to ensure a gender inclusivity in course references by suggesting female authors for courses offered. A list was sent to the Library to confirm the availability and costs of the books for the next academic year. An effort on exploring the books by female/queer authors across courses and the list of books recommended, list of books ordered have been attached.

---

## **GENDER-BASED JOURNAL/ SPECIAL ISSUE ADDRESSING GENDER ISSUES**

The Perspective in Social Work is a peer-reviewed professional journal published thrice a year (every four months, typically in April, August, and December) by the College of Social Work. Review of articles published in the Perspectives in Social Work, April 2024-August 2025, implies that almost every volume focuses on gender related issues. Of the 28 articles published during this period, **seven** were directly centered on gender issues, such as the workplace, intersectional factors such as disability, and entrepreneurship. It was recommended that one volume could include articles only related to gender. Some of the articles include:

April 2024

1. I am a Woman heading my workplace... How do you see me? Re-thinking Gender and Leadership by Amira Wali
2. Facing Challenges While Working: A Study of Women Police in Kashmir by Dr Shamikhah Hamid and Dr Shazia Manzoo

December -2024

1. Marital Intention, Attitude and Social Support of Young Women With Disabilities by G. Dhanalakshmi and P.B. Shankar Narayan

April-2025

1. Exploring the Gendered Experiences of School Teachers in Delhi: Saloni Kumar and Meenu Sharma
2. Promoting Sustainable Rural Entrepreneurship Among Kathkari Women in Mangaon, Raigad District, Mr Cletus Zuzarte  
Rural Libraries as Places for Women's Empowerment in Assam- Barasha Sarma and Madhusmita Kalita  
Breaking Barriers: Examining the Effects of Dysfunctional ICDS Management on Anganwadi Workers- Rakesh M. Gandhi and Prof. (Dr.) S. D. Mishra

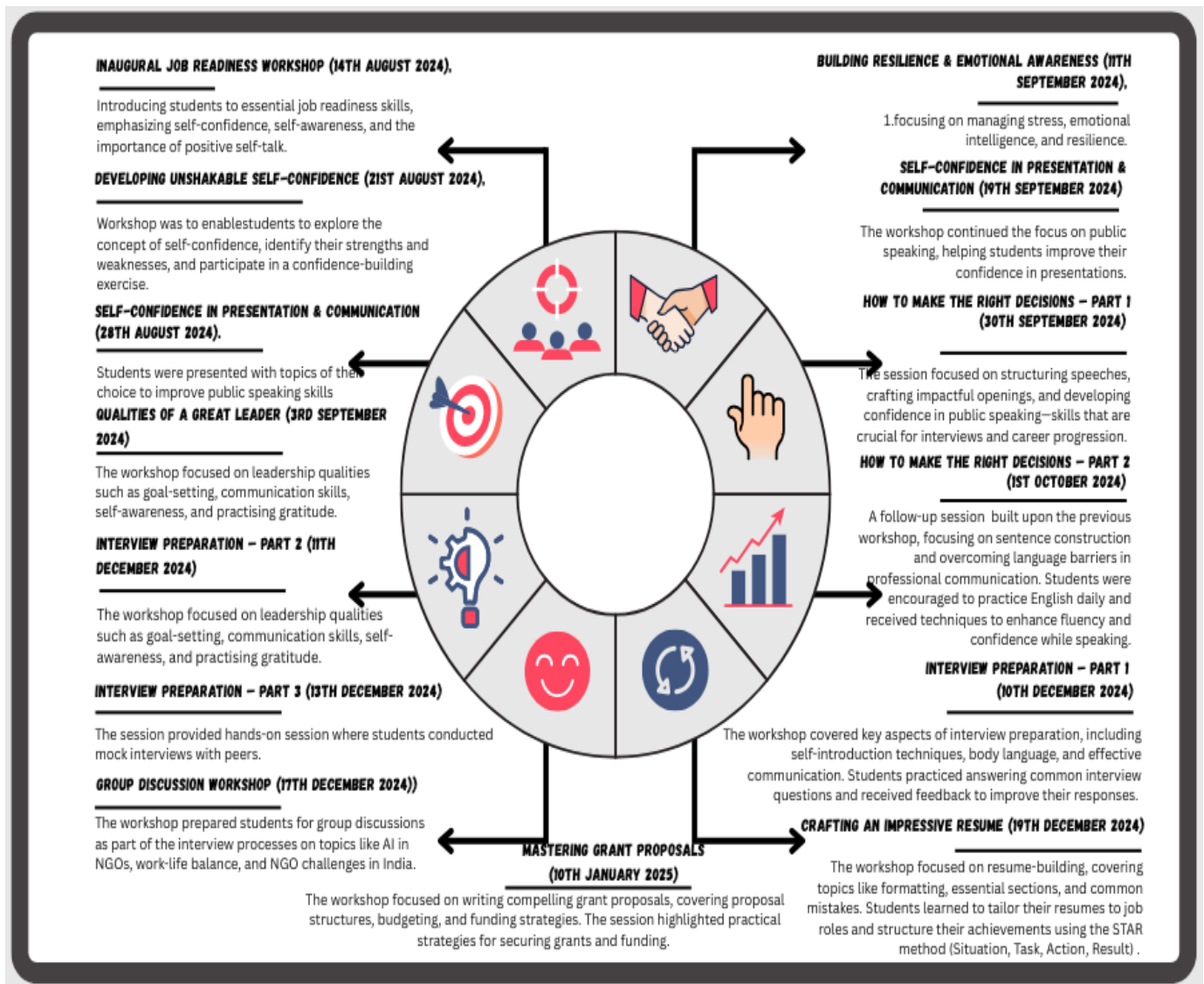
The IQAC Cell is exploring the possibility with the Editorial Team, Research and Development Cell of dedicating one volume of the Perspective in Social Work Journal on gender issues during March, once a year or at least twice a year.

---

## JOB PLACEMENT CELL: GENDER SEGREGATED DATA ON CAREER SUPPORT AND PROGRESSION

The Job Placement organizes a series of mentorship programmes benefitting mostly female students. From this academic year the Job Placement Cell will present annual gender segregated data related to placements. This academic year, the Job Placement Cell is conducting a survey on Placement and Employer Expectation correlating with the NIRF requirement. The summary of the report and attendance of the students at the Job Placement workshops will be included as attachment. The various programmes organised by the Job Placement Cell 2024-2025 have been highlighted diagrammatically.

The synopsis of Job Placement Cell activities 2025-2026



The sex segregated data of the Job Placement Cell 2024-2025 indicates that most of the students placed through the Job Placement were females. Of the 45 recruitments through the job placement, 33 were females, and 13 were males. Of the 15 students who pursued higher studies, 10 were females.

## **2025-2026**

The Job Placement Cell (JPC) of the College of Social Work (Empowered Autonomous), Nirmala Niketan, experienced a dynamic and impactful year in 2025–26. The cell focused on creating wider career opportunities for students while building stronger partnerships with recruiters across diverse sectors. With a consistent effort to connect academic learning with professional practice, the JPC worked towards preparing students to step confidently into the workforce.

Over the course of the year, the placement cell organised a range of workshops, training sessions, and career readiness initiatives aimed at strengthening students' employability. These sessions addressed important areas such as resume development, interview preparation, effective communication, leadership skills, and decision-making. By integrating practical guidance with soft skill development, the cell ensured that students were equipped with the competencies required in professional settings. Activities like mock interviews, professional grooming sessions, and interactive discussions with experts further helped students gain clarity about workplace expectations and build confidence.

A major highlight of the year was the organisation of several Pre-Placement Talks (PPTs), which provided students with direct exposure to organisations and their work. Representatives from NGOs, CSR initiatives, healthcare institutions, educational organisations, and social enterprises interacted with students to discuss their missions, recruitment processes, and career pathways within their organisations. These interactions allowed students to better understand the nature of different roles and make more informed decisions regarding their career paths.

In addition to student-focused initiatives, the JPC also made significant efforts to strengthen engagement with potential recruiters. The cell reached out to more than 200 organisations through online platforms and connected with over 40 organisations through offline networking and professional contacts. These outreach efforts helped onboard several new recruiters while

---

also encouraging continued collaboration with existing partners. The team also worked towards addressing issues related to salary expectations and job role clarity, ensuring that placement opportunities remained meaningful and aligned with students' professional growth.

General Body Meetings (GBMs) served as an important platform for reviewing the placement process and incorporating feedback. These meetings enabled discussions on improving coordination, refining placement policies, and enhancing the overall recruitment process. Key decisions included scheduling Pre-Placement Talks closer to interview timelines, improving follow-ups with recruiters, establishing clearer guidelines for offer acceptance, and streamlining communication through a centralized information system. Regular updates, better coordination among placement committees, organised digital documentation, and the use of structured FAQs contributed to a more transparent and efficient placement process.

The Job Placement Cell at the College of Social Work (Empowered Autonomous), Nirmala Niketan, organized several Pre-Placement Talks (PPTs) during the academic year 2025-2026. These sessions introduced students to various organizations, their missions, and job opportunities while providing insights into career pathways in the social sector: United Way Mumbai (8th January, 2026), St. Judes Child Organisation (9th January, 2026), Swades Foundation (12th January, 2026), Akshaya Chaitanya (20th January 2026), TNS (26th January 2025), Concern India Foundation (29th January 2026), Communicare Education (3rd February 2026), D-mart Foundation (4th February 2026), I Teach School (5th February, 2026), Asian Heart Institute and Research centre (11th February, 2026), Social Axiom Foundation ( 12th February, 2026), Pahley Akshar (13th February, 2026), Ashiyana (18th February, 2026), Antarang (20th February, 2026), Balkranti Foundation ( 25th February, 2026), Helen O Graddy ( 27th February, 2026), Seedling Foundation (3rd March 2026), Akanksha Foundation (5th March, 2026), Aseema charitable trust (27th February, 2026), Light House Communities and Bright Future. Most of the participants at the Preplacement Talks were females.

---

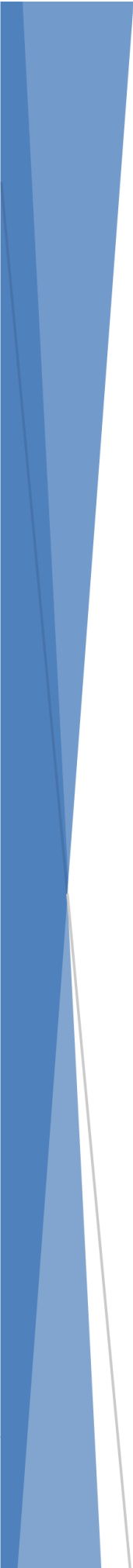
## **ADMINISTRATIVE UNIT PROMOTING GENDER INCUSIVE PRACTICES**

The College has provisions for two washrooms for males [ground floor and third floor] and four washrooms for females [first floor, second floor]. There is washroom exclusively designated for Persons with disability, Individuals who identify themselves as non-binary and Faculty Members on the third floor. Sanitary napkin vending machines in washrooms paired with sanitary napkin disposal units to ensure proper, hygienic, and discreet waste management are available in the washrooms. These, combined with the dispensers, promote menstrual hygiene and provide convenience. Constructive efforts for an exclusive bathroom with proper signage for individuals who identify themselves as non-binary are underway.

Concerted efforts are made to connect with organizations for scholarships, the recent being M.K Gandhi Trust Bhoomi Foundation, Learning Space Foundation, Avabai Hormasji Tata Charity Trust, Dawoodi Bohra Welfare Trust, Anamika Rehabilitation, Nargis Datta Foundation, Prayas Foundation, and Catalysts for Social Action, Snehavardhini Social Trust, Alumni [3], and India Bull Foundation.

---

Name of the scheme	Number of students receiving scholarships and freeships provided by the Government during the year			Number of students receiving scholarships and freeships provided by the institution during the year			Number of students receiving scholarships and freeships provided by non-government agencies during the year			Name of the NGO/Agency
	Number of students (2024-25)			Number of students			Number of students			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Post Matric OBC	4	2	6			21			1	Bhoomi Foundation
Post Matric VJNT	5	2	7						1	Learning Space Foundation
Government of India Post-Matric (SC/ST)	25	25	50						1	Avabai Hormasji Tata Charity Trust.
Post Matric Scholarship to SBC Students	1	2	3						1	Dawoodi Bohra Welfare Trust
Rajarshi Chhatrapati Shahu Maharaj Shikshan Shulkh Shishyavrutti Scheme	2	1	3						1	Anamika Rehabilitation
									1	Nargis Datta Foundation
									3	Prayas Foundation
									1	M. K. Gandhi Charitable Trust
									1	Catalysts for Social Action
									1	Snehavardhini Social Trust
									1	Alumni
										Ms. Jenny
										Dr. Lidwin Dias
									6	India Bull Foundation



**ACTION TAKEN REPORT BASED  
ON THE EXAM AUDIT  
RECCOMENDATIONS**

---

## **ACTION TAKEN REPORT**

### **III. EXAM AUDIT**

#### **A. Observations by External Auditors**

**The External Examination Audit was conducted by:**

- Dr. Saima Khan, St. Xavier's College
- Dr. Sunita Jadhav, Sophia College for Women

The audit focused on examining the transparency, efficiency, infrastructure, confidentiality, and outcome alignment of examination-related processes. Based on their review, the auditors provided constructive recommendations to strengthen the examination system further.

#### **B. Recommended Actions Based on Exam Audit Observations**

(Recommendations to the Examination Department & Action Taken)

##### **2. Transparency & Grievance Redressal**

###### **Recommendation:**

External exam-assessed answer papers may be shown to students to minimize examination-related grievances.

###### **Action Taken / Status:**

The recommendation was deliberated in the Internal Quality Assurance Cell (IQAC) and in the faculty meeting. However, after detailed discussion, the proposal was not approved, considering the existing autonomous examination policies and confidentiality norms. The institution continues to address examination grievances through its established grievance redressal mechanisms.

##### **3. Infrastructure Enhancement**

###### **Recommendation:**

Improve the infrastructure of the designated Examination Control Room.

---

**Action Taken / Status:**

The matter has been taken up with the Management and is currently under discussion for further enhancement. In alignment with audit recommendations, a dedicated printing unit has already been installed within the Examination Unit, thereby strengthening operational efficiency and confidentiality.

**3. System Enhancements****a. Confidentiality and Security****Recommendation:**

Ensure confidentiality and security in printing and examination logistics; all examination-related processes should be handled exclusively within the Examination Control Room.

**Action Taken / Status:**

All examination-related processes, including printing and logistics, are now consolidated and handled within the Examination Control Room, ensuring enhanced confidentiality and security.

**b. Consolidation of Examination Operations****Recommendation:**

Conduct all examination operations in a single secure space.

**Action Taken / Status:**

The recommendation has been fully implemented, with examination activities centralized in a secure and designated Examination Control Room.

**c. Uploading Outcome-Based Education (OBE) Data****Recommendation:**

Upload Outcome-Based Education (OBE) data as required.

---

**Action Taken / Status:**

The recommendation has been completed. All required OBE data has been uploaded and documented as per institutional and regulatory requirements.

**d. Student Feedback on Examination Processes****Recommendation:**

Student feedback should specifically assess fairness, transparency, and efficiency of examination processes, including grievance redressal.

**Action Taken / Status:**

The institution addresses this recommendation through multiple structured feedback mechanisms, including:

- IQAC feedback systems
- OBE Course Evaluation
- Student Satisfaction Survey (SSS)

These instruments collectively evaluate examination practices and facilitate continuous improvement.

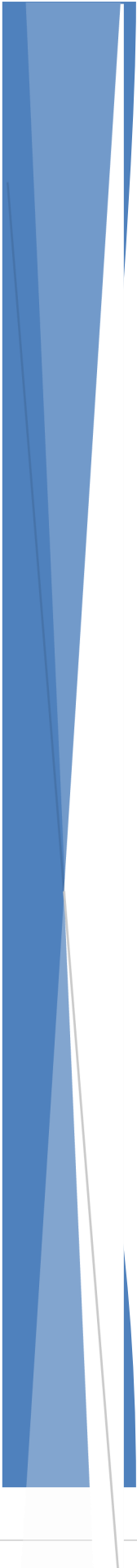
**e. Documentation of Gap Analysis and Action Plans****Recommendation:**

Prepare and document gap analysis reports along with action plans.

**Action Taken / Status:**

The Gap Analysis Reports and corresponding Action Plans have been duly prepared and uploaded on the institutional website, ensuring transparency and compliance.

---



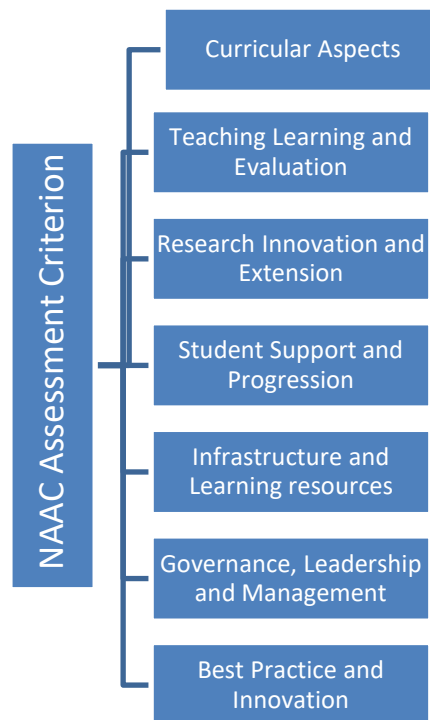
**ACADEMIC  
AUDIT REPORT  
FOR THE  
ACADEMIC  
YEAR 2024 2025  
ACADEMIC YEAR 2025-2026**

---

# ACADEMIC AUDIT REPORT

## INTRODUCTION

The College of Social Work, (Empowered Autonomous), Nirmala Niketan since its inception in 1955 has been dedicated to the pursuit of excellence in social work education. At various junctures, the College has made efforts to update its knowledge base and make its educational initiatives relevant to the existing national and global socio-economic realities. In line with its vision, the College strives to contribute to the building of a new social order based on human dignity and social justice to work towards the empowerment of vulnerable, exploited groups in society at the local and global levels. Its mission is to build a cadre of young, committed professionals having a global perspective and a strong value base of compassion, personal integrity, moderation, tolerance and self-respect. The Academic Audit Report 2024- 2026 is divided into seven sections based on NAAC Assessment Criterion



## The Importance of Academic Audit

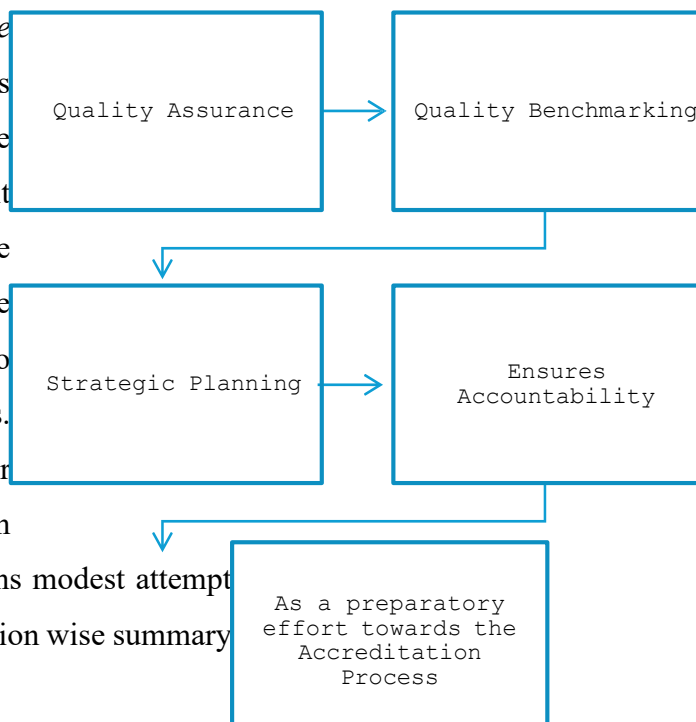
**Quality Assurance:** NAAC criteria are designed to evaluate the quality of higher education institutions. Through Academic Audits, institutions can identify the areas of strength and weakness, enabling them to maintain and enhance the quality of education provided.

**Quality Benchmarking:** The criterion provided by NAAC provides quality benchmarking to ensure greater credibility and trust among our collaborators including students, parents, employers, and funding agencies. Academic Audits based on NAAC criteria pave the way for institutional accreditation

**Strategic Planning:** Academic audits are instrumental in formulating strategic plans and policies aimed at enhancing the overall academic environment, infrastructure, Faculty Development, and student support services.

**Ensures Accountability:** Academic audits promote a culture of continuous improvement and enhance accountability and transparency within institutions. By undergoing rigorous evaluation based on standardized criteria, institutions are held accountable to their collaborators

*As a preparatory effort towards the Accreditation Process:* Since the College is entering into the fourth cycle of the accreditation process the Academic Audit acts as a preparatory tool since Accreditation processes often require extensive documentation and evidence to demonstrate compliance with standards. Academic Audits help institutions gather and organize the required documentation well in advance. In the succeeding sections modest attempt has been made to present the NAAC Criterion wise summary reports for the Academic Year 2024- 2026



## CONTENTS

- **Curricular Aspects**
- **Teaching Learning and Evaluation**
- **Research Innovation and Extension**
- **Infrastructure and Learning resources**
- **Student Support and Progression**
- **Infrastructure and Learning resources**
- **Innovations and Best Practices**



**Criterion I**  
**Curricular Aspects**

## **CRITERION I – CURRICULAR ASPECTS**

**2024-25 ND 2025-26**

### **1. Introduction:**

The curriculum of any academic program is its backbone. However, a curriculum needs to be supplemented by hands-on practical work along with regular upskilling. Society being dynamic at both local and global levels, it's crucial for social work to not just draw from various other social disciplines but also keep abreast of current events in order to remain relevant. This involves including not just learners but also academicians, industry professionals and other important stakeholders like learners' parents. The College not only regularly upskills its faculty members regarding the current technologies and pedagogies but also involves numerous important stakeholders in course development and feedback.

### **2. Key Performance Indicators (KPIs) / Metrics:**

Each of the three programs offered by the College, namely BSW, MSW and MASIE have been created with Program Outcomes, Program Specific Outcomes along with Course. Outcomes for each course reflecting local, national and global aspects of development. Each program has courses focusing on skill development, entrepreneurship and employability along with courses that add value such as professional ethics, gender, environment etc. This adds to the upskilling of learners along with the regular syllabus revision. These courses are offered through an elective system ensuring a certain amount of autonomy for learners with transferable and life skills. The cycle ends with a structured feedback and review of the program and syllabus from learners, parents, teachers, employers and alumni.

## **2. NEP REQUISITES**

### **a) Multidisciplinary and flexible curriculum with credit-based and choice-based systems (CBCS).**

Each program has a syllabus created by qualified faculty with years of field experience. The syllabus is then approved by the Academic Council and University ensuring that it is both academically sound and designed as per current industrial skill requirements. The curriculum is updated every 5 years by a body consisting of academicians, practitioners and industry veterans.

**b) Integration of vocational courses, skill development modules, and internships.**

Each program aims at providing learners with a combination of knowledge, skills and attitude required for professional social work practice. Within each program is a set of courses aimed at acquiring vocational skills such as working with communities, basic computer skills, social entrepreneurship etc. This ensures that learners not only acquire current job-related skills during the program but are also able to practice and hone them during field work, thus presenting a job-ready candidate on completion of the program.

**c) Emphasis on local culture, heritage, and Indian knowledge systems.**

Each program has a compulsory component of field practice in local communities and is carried out with respect for both local and Indian traditions. This includes a course on Indian Knowledge Systems in the BSW program to ground learners in Indian philosophies and ways of thinking.

**d) Curriculum feedback to include NEP-driven skill and career readiness**

Structured feedback on the curriculum is obtained from students, teachers, practitioners and alumni. The feedback is then analyzed and the action taken is reported on the website.

In conclusion, learners of each program do not just engage in rote learning but are able to achieve higher order cognitive abilities like critical thinking on personal and social issues, and problem solving, in keeping with the NEP's objectives.

**3. Initiatives & Best Practices under each criterion:**

In the context of current events, faculty maintain a list of subjects on which new courses can be designed, especially electives. This list is approved by the faculty body and the course design is presented to academic bodies like the Board of Studies and Academic Council who approve the course and curriculum as well as input from retired faculty and practitioners. This ensures that the program remains in step with current contexts and provides a wide variety of subjects for learners to choose from. For this purpose, the faculty have undergone various training programs on the following topics:

FDP on Building Ethical Foundation for a Positive Work Culture (Christ University - Lavasa)	21-11-2024 to 22-11-2024
FDP on Introduction to Outcome based education curriculum planning and development	7/15/2024
FDP on Continuous Assessment and Evaluation Methods in Teaching and Learning Process	7/15/2024
FDP on Blooms Taxonomy: Framing questions at variant levels of Knowledge, Cognitive and Affective Domain	7/22/2024
FDP on Instructional Strategies	7/29/2024
FDP on Effective and Innovative Teaching strategies and Ethical responsibilities of teachers	8/16/2024
FDP Sessions on OBE organised in Collaboration with Splash Gain Technology - Session on OBE Mapping Process for the IQAC Team and Admin staff, Presented by Splashgain Technologies Project Team - Workshop on OBE For the Faculty team on the Mapping Process	14-10-2024 18-10-2024
Workshop on Field Work Supervision for faculty advisors on 7th July by Dr Geeta Balakrishnan	7/7/2025
“Pedagogical Use of Presentation Tools: From Design to Delivery” organized by the Catholic Communication Centre Resource Persons: Ms. Winona Pereira and Mr. Rohit Alfred	21-7-2025
Community–University Partnerships and the Use of Community Contexts to Strengthen Teaching and Learning Resource Person: Prof. Raisuyah Bhagwan, Department of Community Health Studies, Durban University of Technology, South Africa	29-9-2025
“Effective Data Presentation and Institutional Data Management Using Excel: Graphs, Dashboards and Infographics.” by Ms. Archana Bhide HOD IT Department Ramniranjan Jhunjhunwala College.	21-11-2025

Student engagement is promoted with the use of modern technologies in a smart classroom such as Word cloud and Menti meter. Relevant feedback forms are developed for major stakeholders like practitioners and parents whose feedback is valuable for College to grow further. These forms are regularly updated with the data analyzed, reports prepared and placed on the College website with the Action Taken reports.

#### **4. SWOT Analysis:**

**Strengths:** The College has a strong connect with both academicians, retired faculty and practitioners as well as its alumni who are actively engaged with the College in various capacities. Feedback forms drafted, stakeholders are encouraged to complete the forms, forms are updated, data is analyzed, and report is prepared and uploaded on College website. Feedback systems are taken seriously, and efforts are made to seek and organise the feedback from the major stakeholders. The reports are good quality and are published on time on the College website.

**Weaknesses:** Timely preparation of report and its publishing on website often gets delayed as the faculty staff who are part of this committee may be busy with other work. Action taken based on feedback and a report of that would be the real indicator of success of this criterion.

**Opportunities:** Genuine and responsible feedback received on well-prepared feedback forms bring in opportunities to work to improve the different aspects of curriculum, teaching, learning, facilities, work of various committees and grow.

**Challenges:** Many of the stakeholders do not fill the feedback forms, or fill it in an incomplete manner, for name sake. Negative and critical comments are provided as feedback that is not helpful.

## Curriculum Design, Academic Flexibility and Enrichment Report

Academic Years: 2024–25 and 2025–26

### Metric 1.1 – Curriculum Design and Development

**1.1.1 Curriculum Relevance** All programmes offered by the College are designed with clearly defined Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), reflecting the knowledge, skills and attitudes expected of learners. The curriculum is revised every five years through consultation with academicians, statutory bodies such as the Board of Studies and Academic Council, practitioners and industry experts. This ensures alignment with local, national and global developmental needs. Contemporary issues, emerging trends and market-relevant skills are incorporated to promote employability, entrepreneurship and professional competence.

### 1.1.2 Syllabus Revision

Year	Number of Programmes with Revised Syllabus
2024–25	Nil
2025–26	Nil

### 1.1.3 Courses Promoting Employability / Entrepreneurship / Skill Development (QnM)

Programme	Courses Focusing on Employability / Entrepreneurship / Skill Development
BSW	Wellness & Yoga; Life Skills Education; Media Skills; Information & Communication Technology (ICT); Creative Arts; Social Entrepreneurship; Theatre Skills; Sign Language; Basic Counselling; Project Management; Disability and Community-Based Rehabilitation
MSW	Field Work Supervision; Research Projects; Human Rights & Legal Literacy
MASIE	SHGs, Microfinance & Livelihoods; Entrepreneurship; Accounting for Financial Decision Making; Marketing; Venture Planning Project; Research Projects; Human Resource Management; Operations Management

## **Metric 1.2 – Academic Flexibility**

### **1.2.1 New Courses Introduced**

**Year    Number**

2024–25 Nil

2025–26 Nil

### **1.2.2 Programmes under Elective System**

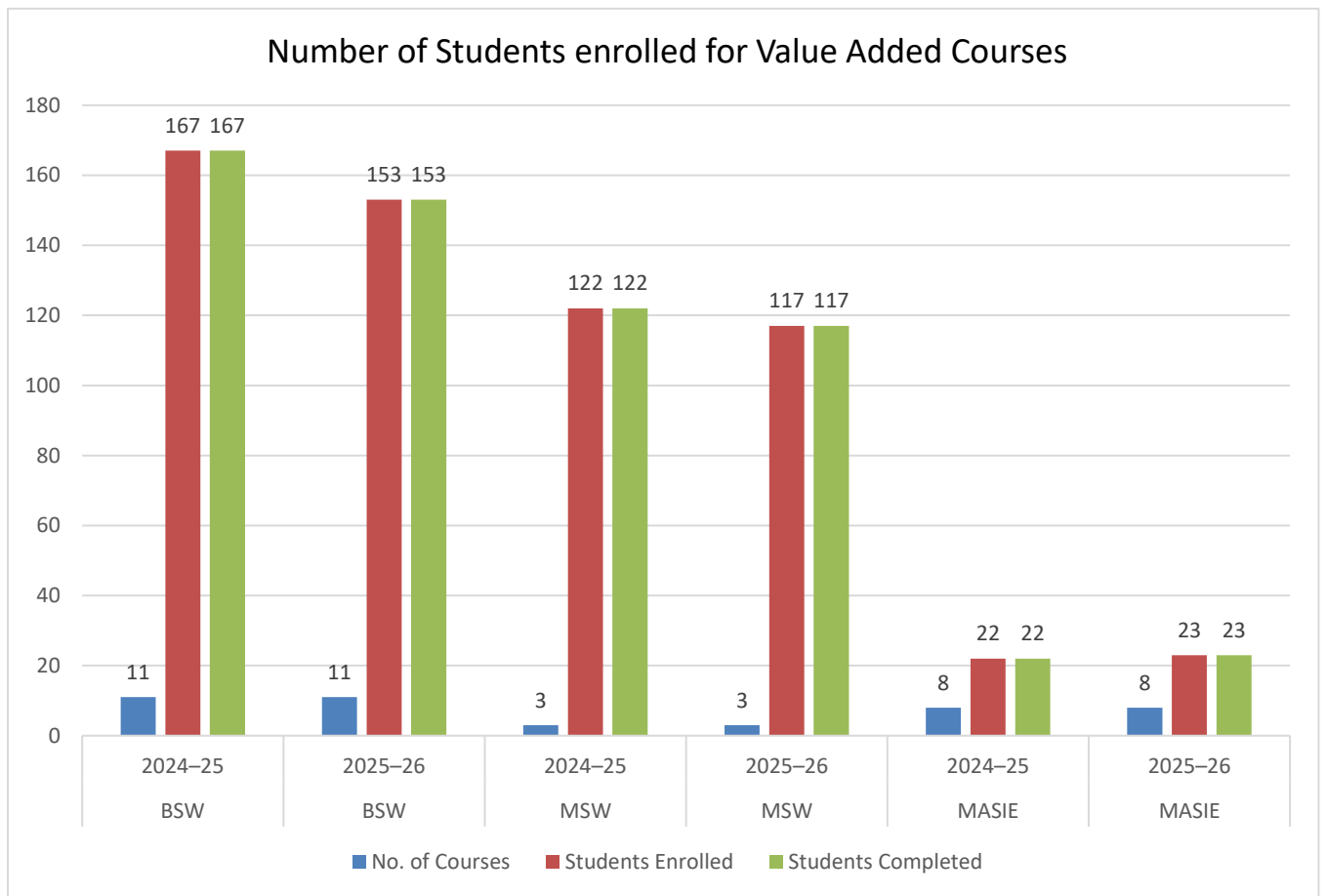
<b>System</b>	<b>Number of Programmes</b>	<b>Names</b>
CBCS	Nil	—
Elective System	3	BSW, MSW, MASIE

## **Metric 1.3 – Curriculum Enrichment**

### **1.3.1 Integration of Cross-Cutting Issues**

The curriculum integrates professional ethics, gender sensitivity, human values, environmental sustainability and social responsibility. Regular stakeholder feedback and periodic syllabus revision ensure that these themes are updated with current trends and data. The programmes promote empathy, inclusivity, mental well-being and ethical professional practice while equipping learners with globally relevant competencies.

### 1.3.2 Value-Added Courses (30+ Hours)

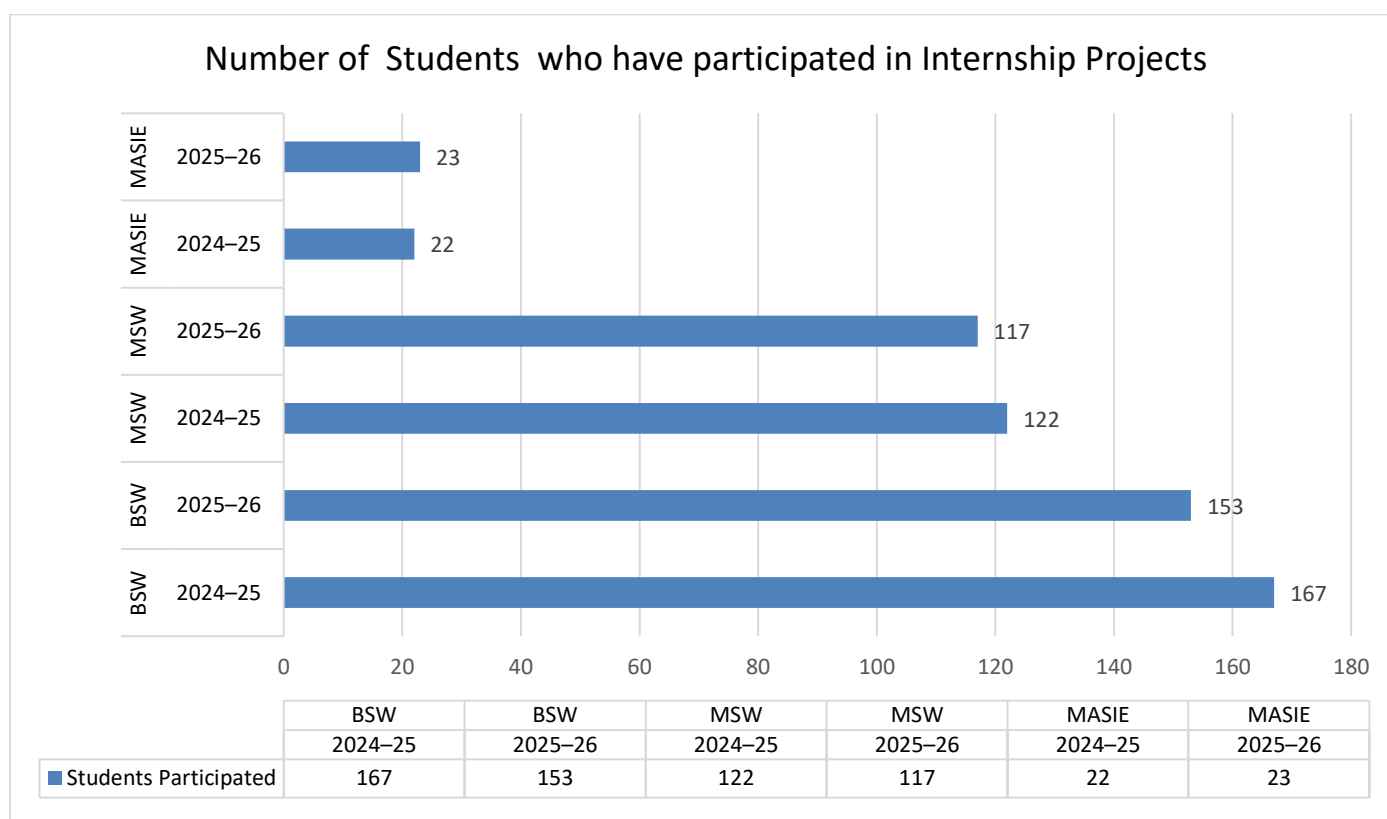


<b>Programme</b>	<b>Year</b>	<b>No. of Courses</b>	<b>Students Enrolled</b>	<b>Students Completed</b>
<b>BSW</b>	2024-25	11	167	167
<b>BSW</b>	2025-26	11	153	153
<b>MSW</b>	2024-25	3	122	122
<b>MSW</b>	2025-26	3	117	117
<b>MASIE</b>	2024-25	8	22	22
<b>MASIE</b>	2025-26	8	23	23

### 1.3.3 Students Enrolled in Value-Added Courses

Programme	Year	Students Enrolled	Students Completed
BSW	2024–25	167	167
BSW	2025–26	153	153
MSW	2024–25	122	122
MSW	2025–26	117	117
MASIE	2024–25	22	22
MASIE	2025–26	23	23

### 1.3.4 Field Work / Internships / Projects



### 1.4.1 Feedback Mechanisms

Structured feedback was collected from stakeholders including students of BSW, MSW and MASIE programmes, as well as parents and alumni. The feedback was systematically analyzed, and the findings were documented in the report titled “*CSWNN Parents, Students and Alumni Feedback Analysis (2024–26)*.” Based on the analysis, appropriate action was taken to enhance academic and institutional processes.

The detailed feedback report and action taken are made available on the institutional website. The link for the student feedback report is provided below.

### **Student's feedback link**

#### **SSR REPORTS**

SSR 2019-20

<https://cswnn.edu.in/sites/default/files/users/user23/2.7.1%20Student%20Satisfaction%20Survey.pdf>

SSR 2020-21

<https://cswnn.edu.in/sites/default/files/users/user23/SSS%202020-2021.pdf>

SSR 2021-22

<https://cswnn.edu.in/sites/default/files/users/user23/SSS%20Report.pdf>

SSR 2022-23

<https://cswnn.edu.in/sites/default/files/users/user23/SSS%20Report%202022-2023.pdf>

SSR 2023-24

[https://cswnn.edu.in/sites/default/files/users/user23/Students%20Satisfaction%20Survey%20Academic%20Year%202023%202024%20AQAR\\_0.pdf](https://cswnn.edu.in/sites/default/files/users/user23/Students%20Satisfaction%20Survey%20Academic%20Year%202023%202024%20AQAR_0.pdf)

SSR 2024-25

<https://cswnn.edu.in/sites/default/files/users/user23/Students%20Satisfaction%20Survey%20Report%202024-25.pdf>

#### **Stakeholder Feedback**

---

BSW Stakeholder Feedback

[https://cswnn.edu.in/sites/default/files/users/user23/Nirmala\\_Niketan%20Feedback\\_Analysis\\_Report%20BSW.pdf](https://cswnn.edu.in/sites/default/files/users/user23/Nirmala_Niketan%20Feedback_Analysis_Report%20BSW.pdf)

MSW Stakeholder Feedback

[https://cswnn.edu.in/sites/default/files/users/user23/Nirmala\\_Niketan%20Feedback\\_Analysis\\_Report%20MSW.pdf](https://cswnn.edu.in/sites/default/files/users/user23/Nirmala_Niketan%20Feedback_Analysis_Report%20MSW.pdf)

Stakeholder Feedback- ALUMNI

[https://cswnn.edu.in/sites/default/files/users/user23/Nirmala\\_Niketan%20Feedback\\_Analysis\\_Report%20ALUMNI.pdf](https://cswnn.edu.in/sites/default/files/users/user23/Nirmala_Niketan%20Feedback_Analysis_Report%20ALUMNI.pdf)



## **Summary of the Criterion 1**

**2024–25 and 2025–26**

**2024-25 and 2025-26**

<b>Metric No.</b>	<b>Key Indicator – 1.1 Curriculum Design and Development</b>
<b>1.1.1 QIM</b>	<p><b>Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution:</b>  <b>Present a write-up within a maximum of 200 words.</b></p>
	<p>Each program offered by the College has Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) customized as per the knowledge, attitude and skills that are expected to be acquired by the learners. These programs' syllabi are restructured every five years in collaboration with academicians and statutory bodies like the Board of Studies and Academic Council, practitioners and industry members to ensure that current local and global issues are addressed, updated information is disseminated and market-friendly skills are imparted. This results in regular upskilling, employment generation and entrepreneurship development.</p>
<b>1.1.2 QnM</b>	<p><b>Number of Programmes where syllabus revision was carried out during the year:</b>  <b>Year</b>  <b>Number</b>  <b>Data Requirement:</b>  <input type="checkbox"/> <b>Programme Code</b>  <input type="checkbox"/> <b>Names of the Programmes revised</b></p>
	<p>2024-25: Nil                  2025-26: Nil</p>
<b>1.1.3 QnM</b>	<p><b>Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year:</b>  <input type="checkbox"/> <b>Name of the Course with Course Code</b>  <input type="checkbox"/> <b>Name of the Programme</b>  <input type="checkbox"/> <b>Activities which have a direct bearing on employability/ entrepreneurship/ skill development</b></p>
	<p><b>2024-25 and 2025-26</b>  <b>BSW</b>                  Activities with a direct bearing on employability/ entrepreneurship/ skill development:                  CC101 Wellness and Yoga                  VSC102 Life skills education                  VSC 102 - Media Skills                  VEC 102 – Information and Communication Technology                  CC 102 – Introduction to Creative Arts                  VSC 201 – Social Entrepreneurship                  CC201: Theatre skills                  AEC203: Sign language                  SEC201: Basic counselling                  CC 202 – Project Management</p>

	VSC 301 - Disability and Community based Rehabilitation
	<b>MSW</b> Activities with a direct bearing on employability/ entrepreneurship/ skill development: CC504 Training in field work supervision RP 501 and RP 502 Research project CC506 Human rights & legal literacy
	<b>MASIE</b> Activities with a direct bearing on employability/ entrepreneurship/ skill development: DSE 421 SHGs, microfinance & livelihoods CC425 Entrepreneurship CC426 Accounting for financial decision making CC522 Marketing CC524 Venture planning project RP 503 and 504 Research project CC526 Human resource management CC527 Operations management
<b>Metric No.</b>	<b>Key Indicator – 1.2 Academic Flexibility</b>
<b>1.2.1 QnM</b>	<b>Number of new courses introduced across all programs offered during the year:</b> <b>Year</b> <b>Number</b> <input type="checkbox"/> <b>Name of the newly introduced course (s)</b> <input type="checkbox"/> <b>Name of the Programme</b>
	2024-2025: Nil 2025-26: Nil
<b>1.2.2 QnM</b>	<b>Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System:</b> <b>Year</b> <b>Number</b> <input type="checkbox"/> <b>Names of all Programmes offered through CBCS</b> <input type="checkbox"/> <b>Names of all Programmes offered through Elective Course System</b>
	<b>2024-25 and 2025-26</b> <b>Number:</b> Nil <b>Names of all Programmes offered through CBCS:</b> Nil <b>Number:</b> 3 <b>Names of all Programmes offered through Elective Course System:</b> BSW, MSW, MASIE

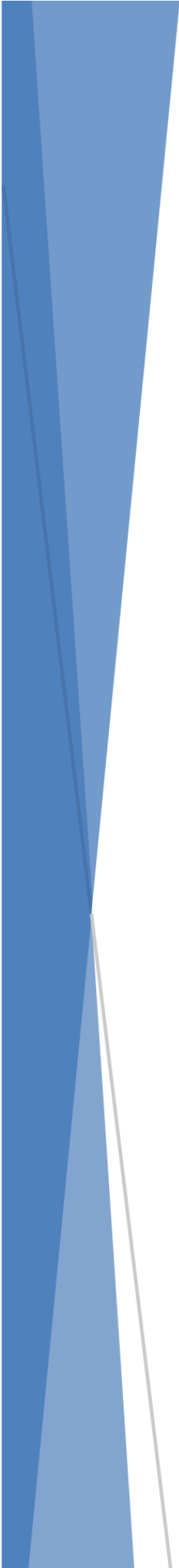
Metric No.	Key Indicator – 1.3 Curriculum Enrichment
1.3.1 QIM	<p><b>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum:</b>  <b>Present a write-up within a maximum of 200 words.</b></p>
	<p>With its structured multi-stakeholder feedback and regular syllabus review every five years, the College ensures that long-term development issues like gender and environment are not just included in the programs but are also updated with latest statistics and trends. This ensures a value-oriented outlook among learners who have current, job-friendly skills and also a philosophy of empathy for the marginalized with a global outlook. The programs encourage learners to not just learn but also unlearn and relearn given the widely varying socio-economic contexts of development. There is also a focus on the learners’ safeguarding their own mental health with a strong ethical base for practice and self-care and professional upskilling.</p>
1.3.2 QnM	<p><b>Number of value-added courses for imparting transferable and life skills offered during the year:</b>  <b>Year</b>  <b>Number</b>  <b>Data Requirement:</b>  <input type="checkbox"/> <b>Names of the value-added courses (each with 30 or more contact hours)</b>  <input type="checkbox"/> <b>No. of times offered (for each value-added course) during the year</b>  <input type="checkbox"/> <b>Total number of students enrolled</b>  <input type="checkbox"/> <b>Total number of students completing the course during the year</b></p> <hr/> <p><b>Year: 2024-25</b>  <b>BSW</b>  CC101 Wellness and Yoga  VSC102 Life skills education  VSC 102 - Media Skills  VEC 102 – Information and Communication Technology  CC 102 – Introduction to Creative Arts  VSC 201 – Social Entrepreneurship  CC201: Theatre skills  AEC203: Sign language  SEC201: Basic counselling  CC 202 – Project Management  VSC 301 - Disability and Community based Rehabilitation</p> <p>Number of value-added courses for imparting transferable and life skills offered during the year: 11  No. of times offered (for each value-added course) during the year: Once  Total number of students enrolled: 167  Total number of students completing the course during the year: 167</p>

	<p><b>2025-26</b>  <b>BSW</b>  Number of value-added courses for imparting transferable and life skills offered during the year: 11  No. of times offered (for each value-added course) during the year: Once  Total number of students enrolled: 153  Total number of students completing the course during the year: 153</p> <p><b>2024-25</b>  <b>MSW</b>  CC504 Training in field work supervision  RP 501 and RP 502 Research project  CC506 Human rights &amp; legal literacy  Number of value-added courses for imparting transferable and life skills offered during the year: 3  No. of times offered (for each value-added course) during the year: Once  Total number of students enrolled: 122  Total number of students completing the course during the year: 122</p>
	<p><b>2025-26</b>  <b>MSW</b>  Number of value-added courses for imparting transferable and life skills offered during the year: 3  No. of times offered (for each value-added course) during the year: Once  Total number of students enrolled: 117  Total number of students completing the course during the year: 117</p>
	<p><b>2024-25</b>  <b>MASIE</b>  DSE 421 SHGs, microfinance &amp; livelihoods  CC425 Entrepreneurship  CC426 Accounting for financial decision making  CC522 Marketing  CC524 Venture planning project  RP 503 and 504 Research project  CC526 Human resource management  CC527 Operations management</p> <p>Number of value-added courses for imparting transferable and life skills offered during the year: 8  No. of times offered (for each value-added course) during the year: Once  Total number of students enrolled: 22  Total number of students completing the course during the year: 22</p>
	<p><b>2025-26</b>  <b>MASIE</b>  Number of value-added courses for imparting transferable and life skills offered during the year: 8  No. of times offered (for each value-added course) during the year: Once  Total number of students enrolled: 23  Total number of students completing the course during the year: 23</p>

<p><b>1.3.3</b> <b>QnM</b></p>	<p><b>Number of students enrolled in the courses under 1.3.2 above:</b> <b>Year</b> <b>Number</b> <input type="checkbox"/> <b>Titles of value-added courses (beyond the curriculum) with 30 or more contact hours</b> <input type="checkbox"/> <b>No. of times offered during the year</b> <input type="checkbox"/> <b>Total no. of students completing the course in the year</b></p>
	<p><b>Year: 2024-25</b> <b>BSW</b> Titles of value-added courses VEC101 Professional values &amp; ethics Minor201 Contemporary development studies ME301 Women’s studies Minor 301 Social exclusion &amp; inclusion Major 306 Corporate social responsibility Number of students enrolled in the courses: 167 No. of times offered during the year: Once Total no. of students completing the course in the year: 167</p>
	<p><b>2025-26</b> <b>BSW</b> Number of students enrolled in the courses: 153 No. of times offered during the year: Once Total no. of students completing the course in the year: 153</p>
	<p><b>2024-25</b> <b>MSW</b> CC408 Psychology for social work practice CC501 Social policy in development context DSE505 Globalization &amp; informal labor Number of students enrolled in the courses: 122 No. of times offered during the year: Once Total no. of students completing the course in the year: 122</p>
	<p><b>2025-26</b> <b>MSW</b> Number of students enrolled in the courses: 117 No. of times offered during the year: Once Total no. of students completing the course in the year: 117</p>
	<p><b>2024-25</b> <b>MASIE</b> CC421 Social problems CC428 Micro economic analysis CC523 Sustainable development and law Number of students enrolled in the courses: 22 No. of times offered during the year: Once Total no. of students completing the course in the year: 22</p>
	<p><b>2025-26</b> <b>MASIE</b> Number of students enrolled in the courses: 23 No. of times offered during the year: Once Total no. of students completing the course in the year: 23</p>

<p><b>1.3.4</b> <b>QnM</b></p>	<p><b>Number of students undertaking field work/projects/ internships / student projects:</b> <b>Year</b> <b>Number</b> <b>Names of the Programme</b> <b>No. of students undertaking field work/projects / internships / projects</b></p>
	<p><b>Year: 2024-25</b> <b>BSW</b> Number of students undertaking field work/projects/ internships / student projects: 167</p>
	<p><b>Year: 2025-26</b> <b>BSW</b> Number of students undertaking field work/projects/ internships / student projects: 153</p>
	<p><b>Year: 2024-25</b> <b>MSW</b> Number of students undertaking field work/projects/ internships /student projects: 122</p>
	<p><b>Year: 2025-26</b> <b>MSW</b> Number of students undertaking field work/projects/ internships / student projects: 117</p>
	<p><b>Year: 2024-25</b> <b>MASIE</b> Number of students undertaking field work/projects/ internships / student projects: 22</p>
	<p><b>Year: 2025-26</b> <b>MASIE</b> Number of students undertaking field work/projects/ internships / student projects: 23</p>

Metric No.	Key Indicator – 1.4 Feedback System
<p><b>1.4.1</b> <b>QnM</b></p>	<p><b>Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni</b></p> <p><b>Options:</b></p> <p><b>A. All 4 of the above</b>  <b>B. Any 3 of the above</b>  <b>C. Any 2 of the above Choose any one</b>  <b>D. Any 1 of the above</b>  <b>E. None of the above</b></p> <p><b>File Description:</b></p> <p><input type="checkbox"/> <b>Provide the URL for stakeholders’ feedback report</b>  <input type="checkbox"/> <b>Upload the Action Taken Report of the feedback as recorded by the</b>  <b>Governing Council / Syndicate / Board of Management</b></p> <p><b>Note: Data template is not applicable to this metric.</b></p>
	<p><b>A. All 4 of the above</b></p> <p>Feedback was obtained from BSW, MSW and MASIE students as well as their parents and alumni and the analysis was reported in the following document for 2024-26: CSWNN Parents Students Alumni Feedback Analysis.pdf</p>
<p><b>1.4.2</b> <b>QnM</b></p>	<p>The feedback system of the Institution comprises the following:</p> <p><b>A. Feedback collected, analyzed and action taken made available on the website</b>  <b>B. Feedback collected, analyzed and action taken Choose any one</b>  <b>C. Feedback collected and analyzed</b>  <b>D. Feedback collected</b>  <b>E. Feedback not collected</b></p> <p><b>File Description:</b></p> <p><input type="checkbox"/> <b>Provide URL for stakeholders’ feedback report</b></p> <p><b>Note: Data template is not applicable to this metric.</b></p> <p><b>A. Feedback collected, analyzed and action taken made available on the website</b></p> <p>Feedback was obtained from BSW, MSW and MASIE students as well as their parents and alumni and the analysis was reported in the following document for 2024-26: CSWNN Parents Students Alumni Feedback Analysis.pdf. The link for the Students feed back is presented below</p>



**ACADEMIC AUDIT REPORT**  
**CRITERION 1I**  
**TEACHING LEARNING AND**  
**EVALUATION**

**CRITERION II**  
**TEACHING LEARNING AND EVALUATION**

**ACADEMIC YEAR 2024- 2025**

The Teaching–Learning Criterion evaluates the effectiveness of institutional teaching–learning processes in achieving stated programme and course outcomes. It focuses on curriculum delivery, learner-centric pedagogical practices, faculty preparedness, and mechanisms to address diverse learner needs. The criterion also examines the alignment of teaching strategies with outcome-based education, assessment practices, and academic support systems. Overall, it reflects the institution’s commitment to quality teaching, continuous academic improvement, and enhanced student learning outcomes.

**STUDENT ENROLLMENT PERCENTAGE FOR THE**  
**ACCADEMIC YEAR 2024- 2025**

The number of students who enrolled as per the intake capacity earmarked for the College and the score as per the NAAC Benchmark for the academic year 2024- 2025 is mentioned below.

ENROLLMENT PERCENTAGE

Course	Intake	Enrolled	Percentage (%)
<b>Undergraduate Degree – Bachelor of Social Work (3 years)</b>	180	167	92.78
<b>Postgraduate Degree – Master of Social Work (MSW)</b>	120	122	101.67
<b>MA-SIE (2 years)</b>	40	24	60.00
<b>PhD</b>	25	15	60.00
<b>Postgraduate Diploma</b>	210	6	2.86
<b>Diploma, Certificate &amp; Value-Added Courses</b>	325	103	31.69
<b>Total</b>	<b>900</b>	<b>437</b>	<b>48.56</b>

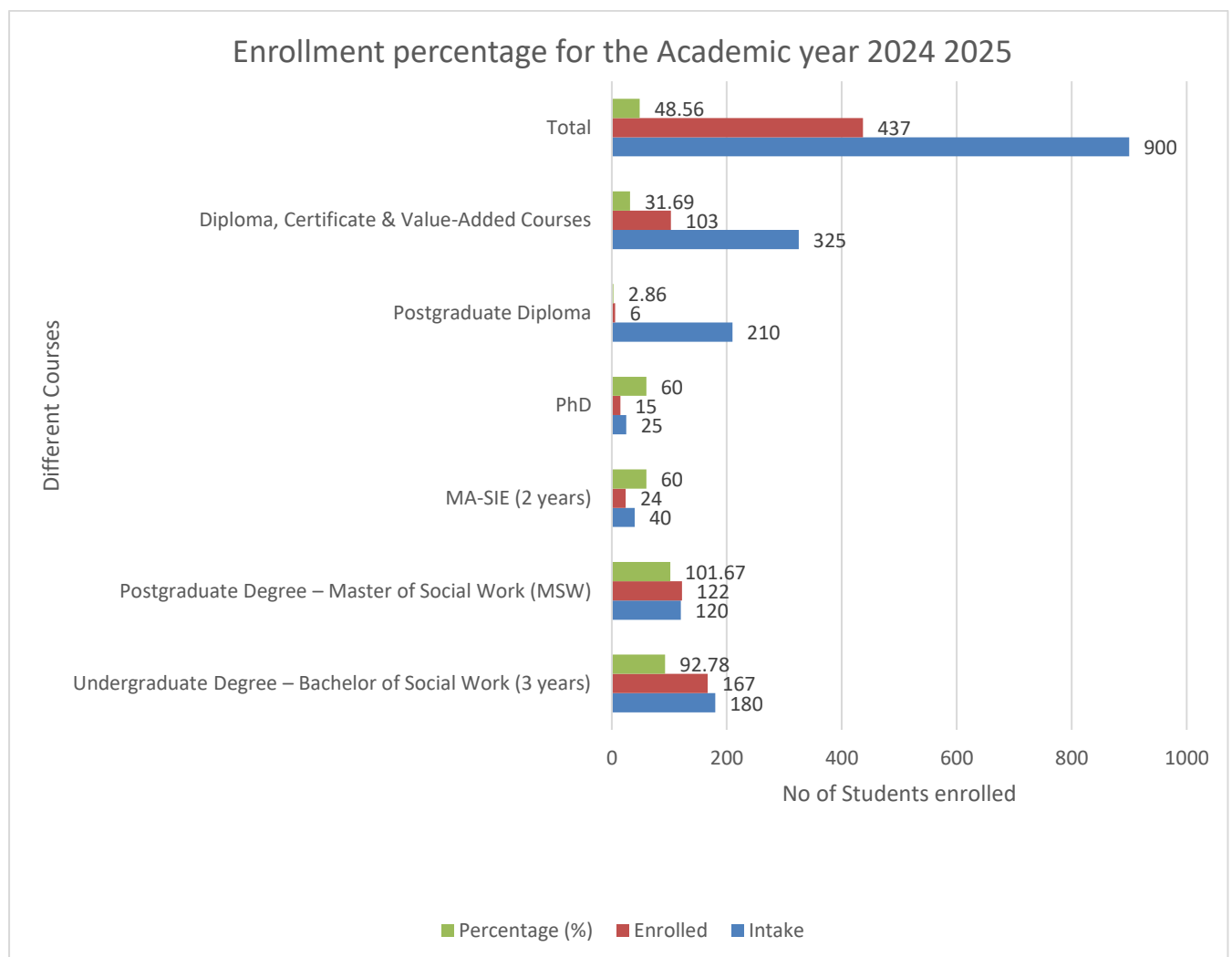
During the academic year, the institution offered programmes at the undergraduate, postgraduate, doctoral, diploma, certificate, and value-added levels with a total approved intake capacity of 900 students. Against this intake, 437 students were enrolled, resulting in an overall enrollment percentage of 48.56%.

The Undergraduate Programme (Bachelor of Social Work) recorded a high enrollment of 92.78%, indicating strong demand and sustained student interest.

The Postgraduate Programme (Master of Social Work – MSW) showed an enrollment of 101.67%, reflecting admissions slightly above the sanctioned intake.

The MA-SIE programme and PhD programme each achieved an enrollment rate of 60%, indicating moderate participation. In contrast, the Postgraduate Diploma programmes reported comparatively low enrollment at 2.86%, while Diploma, Certificate, and Value-Added Courses achieved an enrollment of 31.69%.

The institution continuously reviews enrollment trends through the IQAC mechanism and undertakes measures such as curriculum enrichment, outreach activities, student counseling, and programme restructuring to enhance enrollment, particularly in diploma and certificate programmes.



\

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first-year admission during the last five years.

The College of Social Work (Autonomous) Nirmala Niketan Institute is a Catholic Christian Minority institution, affiliated with the University of Mumbai. As per the Judgement dated 12th October 2017 of the Honourable Bombay High Court vide Writ Petition No. 1726 of 2001, Minority Colleges do not need to set aside seats for Backward Classes. This is reiterated by the University of Mumbai Circular (No. Aff./Recog.I/Admission/ (2018-19)/10/of 2018), dated 30th May 2018. Thus, 50% of the seats are reserved for Christian Minority students.

The enrolment pattern portrays that for the academic year 2024 – 2025 the RC (Roman Catholic) and SC (Scheduled Caste) and ST categories have a significant number of students compared to other categories. There was an increased proportion of females across all categories, indicating a relatively balanced gender distribution. It can also be inferred from the above data that there seems to be diversity in terms of caste representation within the cohort, which indicates inclusive enrolment practices.

Name of the course	INTAKE Sanction	No. of Student admitted																TOTAL	OVER ADMITTED STUDENTS STATUS	ALL					
		SC		ST		NT		OBC		SBC		OPEN		Minority Catholic		PWD					Muslim Minority		N	F	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F				M	F			
BSW I	60	9	10	3	4	1	0	0	2	0	1	6	6	2	12	0	0	0	3	2	1	38	59		
BSW II	60	5	9	0	3	1	1	4	1	0	0	2	7	7	9	0	1	0	2	1	9	33	52		
BSW III	60	7	5	4	2	2	2	1	4	1	1	6	9	1	9	0	0	1	1	2	3	33	56		
BSW ALL TOTAL	180	21	24	7	9	4	3	5	7	1	2	14	22	10	30	0	1	1	6	6	3	104	167		
MSW I	60	4	8	2	3	2	0	0	4	1	0	1	3	2	3	1	0	10	0	1	1	3	2	38	60
	60	6	6	2	2	0	3	2	5	0	0	8	2	8	5	15	1	0	0	5	1	8	44	62	
MSW II																									
P.Hd	25	0	0	0	0	0	0	1	1	0	0	3	3	3	4	0	0	0	0	7		8	15		
FINAL TOTAL																									

### Enrolment Status and Inclusivity of Programmes (IQAC Interpretation)

During the academic year under review, the institution offered undergraduate, postgraduate, doctoral, diploma, certificate, and value-added programmes with a total sanctioned intake of 900 students. Against this approved intake, 437 students were enrolled, resulting in an overall enrolment percentage of 48.56%. The enrolment trends indicate strong demand for degree programmes, particularly at the undergraduate and postgraduate levels.

The Bachelor of Social Work (BSW) programme, with a sanctioned intake of 180 students, recorded 167 admissions, achieving an enrolment rate of 92.78%. The programme reflects effective outreach and sustained demand. Category-wise analysis shows representation from SC, ST, NT, OBC, SBC, and Open, Minority Catholic, Muslim Minority, and PwD categories, in accordance with Government reservation norms. Gender-wise data indicates balanced participation, with a marginally higher enrolment of female students, demonstrating the institution's commitment to gender equity and inclusive access.

The Master of Social Work (MSW) programme, with an approved intake of 120 students, recorded 122 admissions, marginally exceeding the sanctioned strength due to university-approved admission adjustments. The programme exhibits strong enrolment across Open, OBC, and SC categories, along with representation from minority and PwD categories. Female participation remains significant at the postgraduate level, reinforcing the institution's focus on women's education and empowerment.

The MA-SIE programme reported 60% enrolment, indicating moderate participation, while the PhD programme, with a sanctioned intake of 25, enrolled 15 research scholars, also reflecting 60% enrolment. Admissions to the doctoral programme demonstrate participation across social categories and genders, supported by institutional research promotion initiatives.

In contrast, Postgraduate Diploma programmes recorded relatively low enrolment (2.86%), and Diploma, Certificate, and Value-Added Courses achieved an enrolment of 31.69%. These trends have been reviewed by the Internal Quality Assurance Cell (IQAC), which has recommended measures such as curriculum restructuring, enhanced outreach, industry linkage, awareness programmes, and student counselling to improve participation in these programmes.

Overall, the enrolment data reflects compliance with reservation policies, gender-balanced admissions, and inclusive representation of socially disadvantaged, minority, and PwD students. The IQAC continuously monitors enrollment patterns and implements quality enhancement

initiatives to ensure equitable access, academic relevance, and optimal utilization of institutional capacity.

### **Enrollment Status of Postgraduate Diploma, Diploma and Certificate Programmes (IQAC Interpretation)**

During the academic year under review, the institution offered Postgraduate Diploma, Diploma and Certificate programmes with a total sanctioned intake of 320 students. Against this approved intake, 127 students were admitted, resulting in an overall enrolment percentage of 39.69%.

Among the Postgraduate Diploma programmes, the Post Graduate Diploma in Corporate Social Responsibility recorded 17 admissions against a sanctioned intake of 30, indicating moderate enrolment. The Post Graduate Diploma in Therapeutic Counselling admitted 8 students against an intake of 40, while the Post Graduate Diploma in Child Rights and Child Protection reported no admissions during the reporting period. These trends indicate the need for improved programme visibility, curriculum review, and targeted outreach initiatives.

The Diploma in Social Work also recorded no admissions, suggesting limited demand for the programme during the academic year.

The Certificate programmes demonstrated comparatively better participation. The Certificate in Social Work for Paraprofessionals recorded the highest enrolment with 33 admissions against an intake of 40. The Certificate in Para Counselling and Certificate in Social Entrepreneurship each admitted 16 students, while the Certificate in Care Giving of Senior Citizens recorded 13 admissions against an intake of 20. These figures reflect learner preference for short-term, skill-oriented programmes aligned with employability and community-based needs.

Category-wise analysis shows participation from SC, ST, OBC, SBC, Open, Minority and PwD categories, ensuring compliance with reservation policies and inclusive admission practices. Gender-wise data reflects balanced representation of male and female students, particularly in certificate and vocational programmes.

### **Details of the Diploma, Certificate & Value-Added Courses offered at the Extension centre**

Name of the course	INTAKE Sanction	No. of Student admitted																TOTAL	OVER ADMITTED STUDENTS STATUS	ALL				
		SC		ST		NT		OBC		SBC		OPEN		Minority Catholic		PWD					Muslim Minority			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F				M	F		
Post Graduate Diploma in Corporate Social Responsibility	30	2	1			1		1				4	5		1				1	8	9	17		
Post Graduate Diploma in Therapeutic Counseling	40		1									1	3		1		2			1	7	8		
Post Graduate Diploma Child Rights and Child Protection	60																					0		
Diploma in Social Work	40																					0		
Certificate in Social Work for Para Professionals	40	3	8		1			4	3			2	4	1	3			1	3	10	23	33		
Certificate in Para Counseling	30	1	3		1			1				2	6		2					4	12	16		
Certificate in Social Entrepreneurship	20		3					1	1			3	6	1				1		6	10	16		
Certificate in Care Giving of Senior Citizens	20				1	1									2						13	13		
MA in Social Innovation and Entrepreneurship	40	2				1	3	3				2		2				1		4	10	14		
		1	2				1	1				2	1		1			1		4	6	10		
FINAL TOTAL	320	9	18		3	1	1	1	8			14	27	2	12		2	1	7	37	90	127		

## STUDENT ENROLLMENT PERCENTAGE FOR THE ACCADEMIC YEAR

2025- 2026

### STUDENT ENROLLMENT PERCENTAGE

The number of students who enrolled as per the intake capacity earmarked for the College and the score as per the NAAC Benchmark for the academic year 2025- 2026 is mentioned below.

#### ENROLLMENT PERCENTAGE

Course	Intake	Enrolled	Percentage (%)
<b>Undergraduate Degree – Bachelor of Social Work (3 years)</b>	180	153	<b>85.00%</b>
<b>Postgraduate Degree – Master of Social Work (MSW)</b>	120	117	<b>97.50%</b>
<b>MA-SIE (2 years)</b>	40	23	<b>57.50%</b>
<b>PhD</b>	25	21	<b>84.00%</b>
<b>Postgraduate Diploma</b>	210	9	<b>4.29%</b>
<b>Diploma, Certificate &amp; Value-Added Courses</b>	325	62	<b>19.08%</b>

#### Programme-wise Enrollment Status (IQAC Interpretation)

During the academic year under review, the institution offered programmes at the undergraduate, postgraduate, doctoral, diploma, certificate and value-added levels with a total sanctioned intake of 900 students. Against this approved intake, 385 students were enrolled, resulting in an overall enrollment percentage of 42.78%.

The Undergraduate Programme – Bachelor of Social Work (BSW) recorded 153 admissions against a sanctioned intake of 180, achieving a healthy enrollment rate of 85%, indicating sustained demand and effective outreach at the undergraduate level.

The Postgraduate Programme – Master of Social Work (MSW) demonstrated strong enrollment

with 117 admissions against an intake of 120, resulting in an enrollment rate of 97.50%. This reflects the academic relevance of the programme and strong student preference for postgraduate professional education.

The MA in Social Innovation and Entrepreneurship (MA-SIE) programme admitted 23 students against a sanctioned intake of 40, achieving 57.50% enrolment, indicating moderate participation and scope for strengthening visibility and industry linkage.

The PhD programme showed robust enrolment with 21 research scholars admitted against a sanctioned intake of 25, resulting in a high enrolment rate of 84%, reflecting growing interest in research and doctoral studies.

In contrast, the Postgraduate Diploma programmes recorded 9 admissions against an intake of 210, reflecting a low enrolment rate of 4.29%. Similarly, Diploma, Certificate and Value-Added Courses admitted 62 students against a sanctioned intake of 325, resulting in 19.08% enrolment. These trends highlight the need for enhanced awareness, curriculum restructuring, flexible delivery modes, and stronger linkage with industry and community organizations.

### **Programme-wise, Category-wise and Gender-wise Enrolment Status (IQAC Interpretation)**

During the academic year under review, the institution implemented admissions across undergraduate, postgraduate and doctoral programmes in accordance with the prescribed intake capacity and Government reservation norms, ensuring inclusive access and gender equity.

#### **Bachelor of Social Work (BSW) Programme**

The **BSW programme**, with a total sanctioned intake of **180 students** across three years, recorded **153 admissions**, reflecting a **high enrollment level** and sustained demand for the undergraduate programme.

- **BSW I** achieved **full enrollment (100%)** with all **60 seats filled**, indicating strong demand at the entry level.
- **BSW II** recorded **42 admissions**, while **BSW III** admitted **51 students**, showing relatively lower progression-related enrollment in higher years.

- Category-wise analysis shows representation from **SC, ST, NT, OBC, SBC, Open, Minority Catholic, Muslim Minority and PwD categories**, reflecting strict adherence to reservation policies.
- Gender-wise distribution indicates **higher participation of female students**, which aligns with the institution's commitment to women's education and social inclusion.

### **Master of Social Work (MSW) Programme**

The **MSW programme**, with a sanctioned intake of **120 students**, recorded **117 admissions**, reflecting a **very high enrolment rate** and strong preference for postgraduate professional education.

- **MSW I** achieved **full enrolment** with **60 admissions**.
- **MSW II** recorded **57 admissions**, indicating effective retention and progression.
- The programme shows strong representation from **Open, OBC and SC categories**, along with participation from minority and PwD categories.
- Gender-wise analysis reflects **balanced participation**, with a notable presence of female students at the postgraduate level.

### **Doctoral Programme (PhD)**

The **PhD programme**, with a sanctioned intake of **25 research scholars**, recorded **21 admissions**, reflecting a **robust enrolment rate**.

- Admissions include candidates from **SC, OBC and Open categories**, ensuring inclusive access to research opportunities.
- Gender-wise distribution indicates participation of both male and female scholars.
- The data reflects growing interest in doctoral research and effective institutional research promotion mechanisms.

Name of the course	INTAKE Sanction	No. of Student admitted																Total		OVER ALL ADMITTED STUDENTS STATUS			
		SC		ST		NT		O B C		S B C		OP EN		Minority Catholic		PW D		Muslim Minority					
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
BSW I	60	8	12	4	3	0	5	1	2	0	1	2	7	1	6	0	1	3	4	19	41	60	
BSW II	60	5	9	3	3	0	0	0	1	0	0	3	6	2	7	0	0	0	3	13	29	42	
BSW III	60	5	9	0	13	1	1	1	4	1	0	0	2	7	6	9	1	0	2	18	33	51	
BSW TOTAL	120	18	30	7	9	1	6	5	4	0	1	7	20	9	22	0	2	3	6	50	103	153	
MSW I	60	10	5	2	1	0	0	1	6	0	2	1	2	2	8	1	0	0	1	2	24	36	60
MSW II	60	4	7	2	3	2	0	0	4	1	0	1	2	2	1	0	1	1	3	21	36	57	
P.Hd	25	2	0	0	0	0	0	1	1	0	0	4	4	4	5	0	0	0	0	11	10	21	
FINAL TOTAL																							

### Programme-wise Enrollment Status of Postgraduate Diploma, Diploma, Certificate and MA Programmes (IQAC Interpretation)

During the academic year under review, the institution offered Postgraduate Diploma, Diploma, Certificate and MA in Social Innovation and Entrepreneurship programmes with a total sanctioned intake of 270 students. Against this approved intake, 85 students were admitted, reflecting an overall enrollment level of approximately 31.5%.

Among the Postgraduate Diploma programmes, the Post Graduate Diploma in Corporate Social Responsibility recorded 17 admissions against a sanctioned intake of 30, indicating moderate enrollment and steady interest in corporate-oriented social work programmes. The Post Graduate Diploma in Therapeutic Counseling admitted 17 students against an intake of 40, reflecting moderate participation. However, the Post Graduate Diploma in Child Rights and Child Protection recorded no admissions during the reporting period, indicating the need for enhanced programme visibility and curriculum review.

The Diploma in Social Work also reported no admissions, suggesting limited demand for the programme during the academic year.

The Certificate programmes showed comparatively better engagement. The Certificate in Social Work for Paraprofessionals recorded 15 admissions against an intake of 40, reflecting learner

interest in practice-oriented short-term programmes. The Certificate in Social Entrepreneurship admitted 13 students against an intake of 20, indicating encouraging participation in skill-based and innovation-oriented learning. The MA in Social Innovation and Entrepreneurship programme recorded 14 admissions against a sanctioned intake of 40, reflecting moderate enrollment and scope for strengthening outreach, industry linkage and programme promotion. Category-wise analysis indicates representation from SC, ST, OBC, Open, Minority and PwD categories, demonstrating compliance with reservation policies and inclusive admission practices. Gender-wise distribution reflects participation of both male and female students, with noticeable female enrollment in diploma and certificate programmes.

### Details of the Diploma, Certificate & Value-Added Courses offered at the Extension centre

Name of the course	INTAKE Sanction	No. of Student admitted																TOTAL	OVER ALL ADMITTED STUDENTS STATUS					
		SC		ST		NT		OBC		SBC		OPEN		Minority Catholic		PWD				Muslim Minority				
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			M	F			
Post Graduate Diploma in Corporate Social Responsibility	30	2	2	1				4		1			5		1				1		7	10	17	
Post Graduate Diploma in Therapeutic Counseling	40	1	3					2				1	8							2		2	15	17
Post Graduate Diploma Child Rights and Child Protection	60																							0
Diploma in Social Work	40																							0
Certificate in Social Work for Para Professionals	40	1	5					6					2							1		1	14	15
Certificate in Social Entrepreneurship	20	2	1					2					3	1						2	2	9	4	13
MA in Social Innovation and Entrepreneurship	40		2										2		2				1	2	1		8	9
			2				1	3	3				2		2					1		4		10
<b>FINAL TOTAL</b>	<b>270</b>	<b>6</b>	<b>15</b>	<b>1</b>			<b>1</b>	<b>9</b>	<b>1</b>	<b>1</b>		<b>4</b>	<b>20</b>		<b>5</b>				<b>3</b>	<b>9</b>	<b>24</b>	<b>61</b>	<b>85</b>	

## 2.2 Catering to Diverse needs

### 2.2.1 Student Support for differently abled

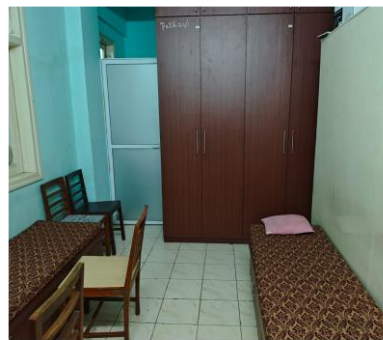
The institution is committed to providing equal opportunities and an inclusive learning environment for Students with Disabilities (PwD) in accordance with the University Grants Commission (UGC) guidelines, the Rights of Persons with Disabilities Act, 2016, and NAAC quality benchmarks. During the admission process, reservation and relaxations are provided to PwD candidates as per Government and UGC norms, with verification of valid disability certificates and necessary assistance and counseling to ensure non-discriminatory access.

The campus is progressively developed as a barrier-free environment with ramps, handrails, accessible classrooms, disabled-friendly toilets, and reserved seating to facilitate mobility and participation.

Accessible Toilets



Common Room for Students



JMI 14  
0924 18:24:21  
23mm f/1.6 1/50s ISO1  
18°16'10"N 72°49'42"E

Wheel chair Access Ramp



Lift



Ramp for Wheel chair access



Handle access and Disabled friendly rest rooms



YB4 5G  
per 2024 8:45 am

Academic and examination support is extended in line with UGC specifications, including extra time during examinations, provision of scribes or readers wherever required, permission to use assistive devices, and flexibility in assessment methods as approved by the affiliating university.

Eligible PwD students are encouraged and supported to avail relevant Government and UGC scholarships such as post-matric and higher education scholarships for students with disabilities, with institutional assistance provided for documentation and application processes. The College periodically reviews these provisions and recommends infrastructure enhancement, academic support measures, and awareness initiatives to ensure effective implementation and continuous improvement of inclusive practices.

## **2.2 Catering to Student Diversity**

The institution employs a multi-faceted approach to academic assessment and student support, ensuring that pedagogical strategies are inclusive and responsive to the diverse learning needs of the student body.

### **I. Integrated Assessment Framework**

The College follows a comprehensive examination policy comprising **Internal (40%)** and **External (60%) for the Bsw Program and for the MSW Program Internal (50%)** and **External (50%)** evaluations designed to foster accountability, creativity, and academic rigor.

- **Formative Assessment Methodologies:**

- **Out Come Based education:** The institution has introduced Outcome-Based Education (OBE) to shift the focus from traditional content-based teaching to the achievement of clearly defined learning outcomes. Through this approach, the curriculum, teaching strategies, and assessment methods are designed to ensure that students acquire the required knowledge, skills, and competencies by the end of each course and program. The introduction of OBE promotes student-centered learning, clarity in academic expectations, continuous evaluation, and alignment with real-world and professional requirements.
- **Field-Based Group Projects:** Evaluation of students' ability to bridge theory and practice through field engagement and reflective reporting.
- **Research-Based Seminars:** Development of independent inquiry, synthesis, and articulation skills, orienting students toward academic publication.

- **Participatory Pedagogy:** Utilization of andragogical methods where active listening, inquiry-based learning, and pre-reading assignments are assessed via classroom engagement.
- **Summative Evaluation & Integrity: \* Semester-End Examinations:** Rigorous written assessments moderated by both internal and external subject matter experts.
- **Academic Integrity:** Implementation of **DrillBit Anti-Plagiarism Software** to ensure the authenticity of student submissions.

## **II. Provisions for Diverse Learners**

The institution provides systemic scaffolding for students based on their specific learning profiles:

- **Support for Students with Disabilities (PwD):**
  - Provision of compensatory time and official scribes during examinations.
  - Policy-driven concessions regarding spelling errors in assessments for students with learning disabilities.
  - **Inclusive Technology:** Utilization of speech-to-text/text-to-speech software and specialized compendiums for visually impaired students, supplemented by peer-assisted inclusive pedagogy
- **Language and Skill Remediation:**
  - **Supportive Study Classes:** Bilingual coaching (Marathi and Hindi) to ensure conceptual clarity for students from vernacular backgrounds.
  - **Remedial English:** Intensive modules focused on improving academic literacy and professional communication.
  - **ICT Proficiency:** Training in Mind Mapping, data entry, and analytical software to modernize student documentation and presentation skills.

## **III. Enrichment and Capacity Building**

Beyond the curriculum, the institution offers platforms for both remedial support and advanced learner excellence:

- **Workshops and Skill Labs:** Organized by the **Equal Opportunity Cell**, these sessions cover career preparedness

- **Field-Based Media Training:** Experiential learning in Street Plays, Puppet Shows, and Video Editing to diversify communication strategies for social work.
- **Research Excellence (AVISHKAR):** The College actively mentors students for the University of Mumbai's AVISHKAR Research Convention. In the 2022–2023 cycle, seven students represented the College at the University level, with successful progression to advanced rounds, fostering a culture of evidence-based practice.

#### **IV. Institutional Stakeholder Engagement**

- **Parental Involvement:** The institution maintains a transparent feedback loop through orientation and mid-semester meetings. These sessions align parental support with student attendance and academic performance, ensuring a holistic support system.



## **TEACHING LEARNING PROCESS**

### **2.3.1 Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences**

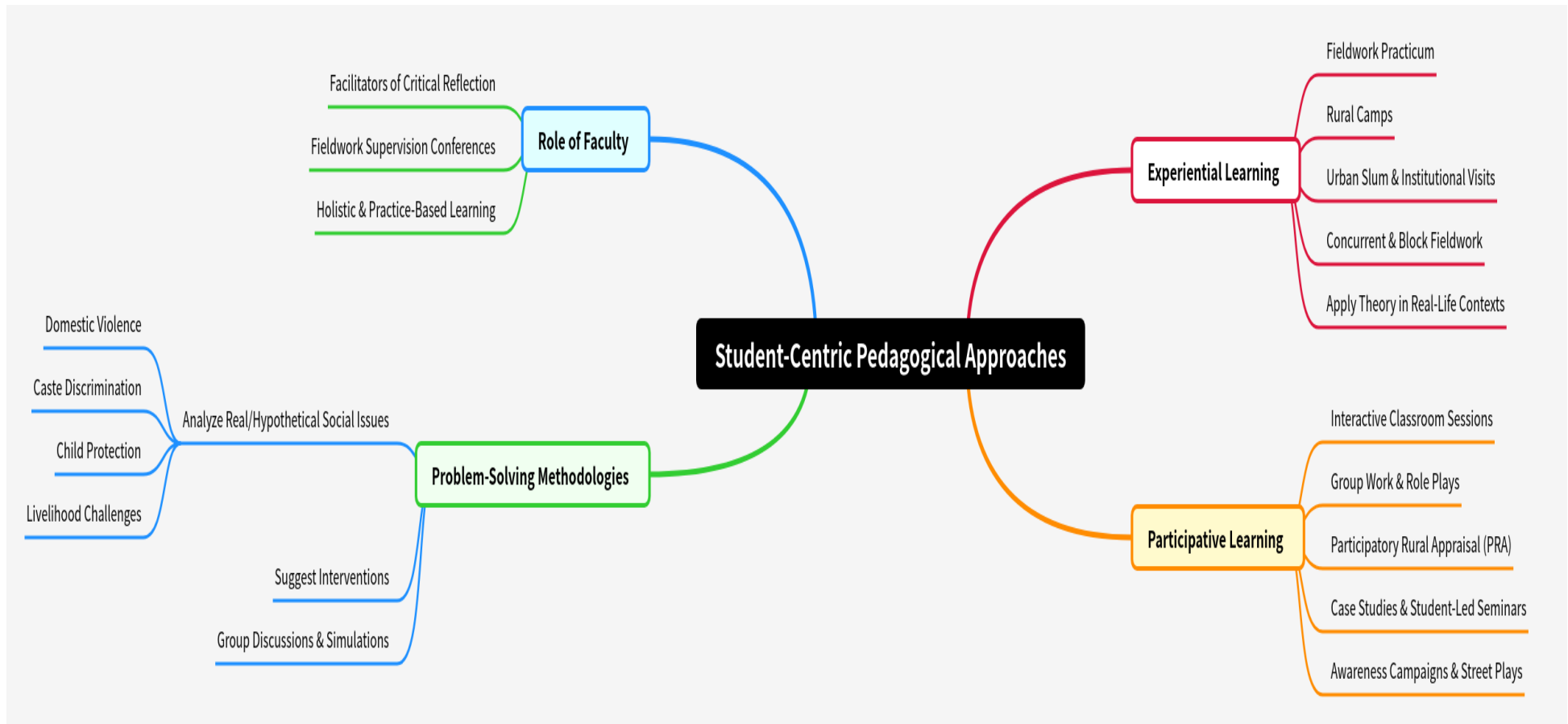
The College of Social Work (Empowered Autonomous), Nirmala Niketan adopts a range of student-centric pedagogical approaches that are integral to the philosophy and practice of social work education. These include experiential learning, participative learning, and problem-solving methodologies, which together aim to develop professional competence, critical thinking, and reflective practice among BSW and MSW students.

Experiential learning is a core component and includes fieldwork practicum, rural camps, urban slum visits, institutional visits, and concurrent and block fieldwork placements in NGOs, government agencies, and community settings. These opportunities help students engage directly with individuals, families, and communities, allowing them to apply theoretical knowledge in real-life contexts.

Participative learning is facilitated through interactive classroom sessions, group work, role plays, participatory rural appraisal (PRA), community mapping, case studies, and student-led seminars. Students are also encouraged to design and implement awareness campaigns, street plays, and community development activities, promoting leadership and participatory skills.

Problem-solving methodologies are embedded in assignments where students analyze real or hypothetical social issues—such as domestic violence, caste discrimination, child protection, and livelihood challenges—and suggest interventions. Group discussions, simulation exercises, and social case analysis enhance their ability to plan and evaluate social work interventions.

Faculty members act as facilitators who encourage critical reflection, especially through fieldwork supervision conferences, where students reflect on their field experiences and challenges. This integrated approach supports holistic and practice-based learning in tune with professional social work values.



# Student-Centric Pedagogical Approaches

## Role of Faculty

- Facilitators of Critical Reflection
- Fieldwork Supervision Conferences
- Holistic & Practice-Based Learning

## Problem-Solving Methodologies

- Analyze Real/Hypothetical Social Issues
  - Domestic Violence
  - Caste Discrimination
  - Child Protection
  - Livelihood Challenges
- Suggest Interventions
- Group Discussions & Simulations

## Experiential Learning

- Fieldwork Practicum
- Rural Camps
- Urban Slum & Institutional Visits
- Concurrent & Block Fieldwork
- Apply Theory in Real-Life Contexts

## Participative Learning

- Interactive Classroom Sessions
- Group Work & Role Plays
- Participatory Rural Appraisal (PRA)
- Case Studies & Student-Led Seminars
- Awareness Campaigns & Street Plays

### **2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process**

The College of Social Work effectively integrates ICT-enabled tools and digital platforms to complement classroom and field-based learning. This blended mode of instruction has become essential, especially in extending the learning environment beyond the classroom.

Faculty members use PowerPoint presentations, YouTube videos, documentaries, online educational softwares and online articles to explain social work theories, policies, and contemporary issues. At times, courses are supplemented with Google Classroom, Zoom, and Google Meet for sharing study materials, conducting online lectures, and submitting assignments.

The faculty also utilizes Google Forms and tools like Mentimeter, and Kahoot for interactive learning, feedback, and assessments. Faculty encourage the use of online journals and open-access databases (such as JSTOR, NAPSWI, and UNDP repositories) for research, assignments, and dissertation work.

Students are guided to access SWAYAM, MOOCs, and NPTEL courses on subjects such as gender, child rights, and public health to deepen their understanding. Offline and online learning during fieldwork is also facilitated via WhatsApp groups and Google Drive folders for supervision and resource sharing.

Faculty members regularly participate in FDPs and digital teaching workshops to stay updated with ICT pedagogy.

The recent FDP was on “Pedagogical use of presentation tools-from design to delivery”. The session focused on how to effectively design and deliver presentations using innovative tools and techniques, enhancing both engagement and pedagogy in the classroom and beyond.

---

### 2.3.3 Ratio of students to mentor for academic and other related issues

#### 2.3.3.1: Number of mentors

#### Ratio of students to mentor for academic and other related issues for the Academic year 2024- 2025

Particulars	Details
Number of Permanent Faculty (Mentors)	10
Number of Ad Hoc Faculty (Mentors)	8
<b>Total Number of Mentors</b>	<b>18</b>
Number of Students (BSW)	167
Number of Students (MSW)	122
<b>Total Number of Students</b>	<b>289</b>
<b>Mentor–Mentee Ratio</b>	<b>1: 16 (Approx.)</b>

The institution maintains an effective mentoring system with a **mentor–mentee ratio of approximately 1:16**, ensuring personalized academic guidance, monitoring of student progress, and psychosocial support. Both permanent and ad hoc faculty members actively participate in the mentoring process, contributing to academic counseling, career guidance, and student well-being. The ratio reflects the institution’s commitment to quality student support mechanisms as envisaged under NAAC Metric

#### Ratio of students to mentor for academic and other related issues for the Academic year 2025- 2026

Particulars	Details
Number of Permanent Faculty (Mentors)	10
Number of Ad Hoc Faculty (Mentors)	8
<b>Total Number of Mentors</b>	<b>18</b>
Number of Students (BSW)	153
Number of Students (MSW)	117
<b>Total Number of Students</b>	<b>270</b>
<b>Mentor–Mentee Ratio</b>	<b>1:15</b>

During the academic year under review, the institution implemented a structured mentoring system involving **18 faculty members** (10 permanents and 8 ad hoc) to support a total of **270 students** enrolled in the **BSW and MSW programmes**, resulting in a **mentor–mentee ratio of 1:15**. This ratio ensures effective academic monitoring, personalized guidance, and continuous student support. Faculty mentors regularly interacted with their assigned mentees to address academic progress, fieldwork requirements, career planning, and personal concerns. Special attention was provided to slow learners, first-generation learners, and students from disadvantaged backgrounds. The mentoring system is periodically reviewed to enhance its effectiveness and align it with the institutional quality objectives.

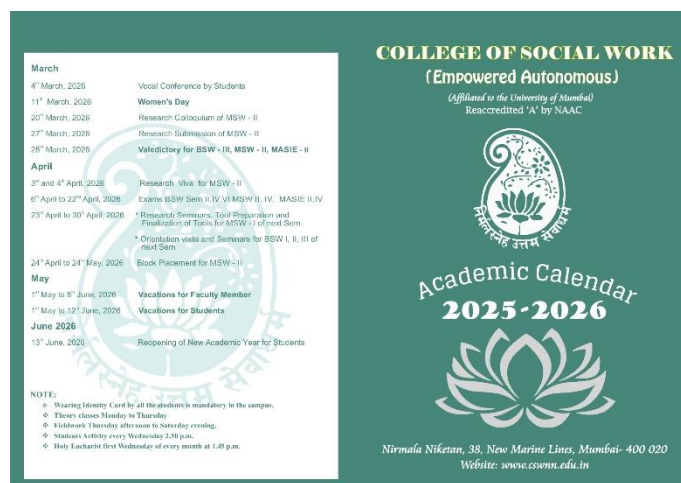
## PREPARATION AND ADHERENCE TO THE ACADEMIC CALENDAR AND TEACHING PLANS BY THE INSTITUTION

The academic calendar, prepared and approved by the IQAC team focuses on providing a structured framework for the academic year, helping to ensure smooth operations and effective planning. The different areas of focus in the academic calendar include academic activities such as Admissions, Induction, Class , and Fieldwork

COLLEGE OF SOCIAL WORK (Autonomous) (Affiliated to the University of Mumbai) Reaccredited 'A' by NAAC		
March		
1 <sup>st</sup> March, 2025	Saturday	Parents Meeting Low Attendance in College Campus
5 <sup>th</sup> March, 2025	Wednesday	Women's Day
24 <sup>th</sup> March, 2025	Monday	Research and Term Paper Submission
29 <sup>th</sup> March, 2025	Saturday	Valedictory
April		
4 <sup>th</sup> and 5 <sup>th</sup> April, 2025	Fri & Sat	Research and Term Paper Viva
7 <sup>th</sup> April, 2025 onwards	Monday	Exams BSW - Sem II, IV, VI MSW- II, IV, MASIE - II, IV
23 <sup>rd</sup> April to 30 <sup>th</sup> April, 2025		Research Seminars, Tool Preparation and Finalization of Tools for MSW- I
21 <sup>st</sup> April to 21 <sup>st</sup> May, 2025		Block Placement for MSW- II
May		
1 <sup>st</sup> May to 12 <sup>th</sup> June, 2025		Summer Vacation
NOTE:		
		<ul style="list-style-type: none"> <li>◆ Wearing Identity Card by all the Students is Mandatory in the Campus.</li> <li>◆ Theory Classes Monday to Thursday</li> <li>◆ Fieldwork Thursday Afternoon to Saturday Evening.</li> <li>◆ Students Activity Every Wednesday 2.30 p.m.</li> <li>◆ Holy Eucharist First Wednesday of Every Month at 1.45 p.m.</li> </ul>
<b>Academic Calendar 2024 - 2025</b>		
Nirmala Niketan, 38, New Marine Lines, Mumbai- 400 020 Website: <a href="http://www.cswom.edu.in">www.cswom.edu.in</a>		

commencement dates, Submission and Viva Voce dates for research and term papers, and Examination dates including ATKT. Extra-curricular activities include Seminars, Workshops, Conferences, lecture series, Women's Day celebrations, College Day, Sports Day etc. Effective Planning of the academic calendar allows the students and faculty to plan their academic activities. This helps in coordinating and planning these events.

The Academic Calendar serves as an important communication tool between the institution and stakeholders, including students, faculty, staff, parents and field organisations. With the effective planning of the academic calendar, long-term strategic planning of educational institutions is possible as the Academic calendar provides a structured timeline for academic program



development, curriculum changes, and other institutional initiatives. The academic calendar is a vital tool for the institute and it is a formula taking into consideration the Suggestions and feedback of the staff and the IQAC team. It provides a framework for planning, coordination, and communication.

### TEACHER PROFILE AND QUALITY

*Number of full-time teachers against sanctioned posts for the Academic Year 2024 - 2025*

Designation	Sanctioned Posts Approved UGC 2024 2025	Sanctioned Posts Approved UGC 2025 2026
Principal	1	1
Associate Professors	2	2
Assistant Professors	7	7
Assistant Professors management	9	8
Total	19	18

### *Percentage of full-time full-times against sanctioned posts*

Years	Sanctioned Posts	Filled Posts	Vacant	Adhoc Posts Filled by Management	Percentage of Regular posts filled	Percentage of seats filled including the management against the required number
2024-2025	19	9	10	9	47.3	94.7
2025 2026	19	9	10	8	47.3	89.47

*Percentage of full-time teachers with Ph.D. /D.Sc. / D.Litt. / L.L.D (*

Years	nctioned Posts	Teachers with Ph.D Regular	Teachers with Ph.D Management
2024-25	9	8	2
2025- 2026	9	8	3

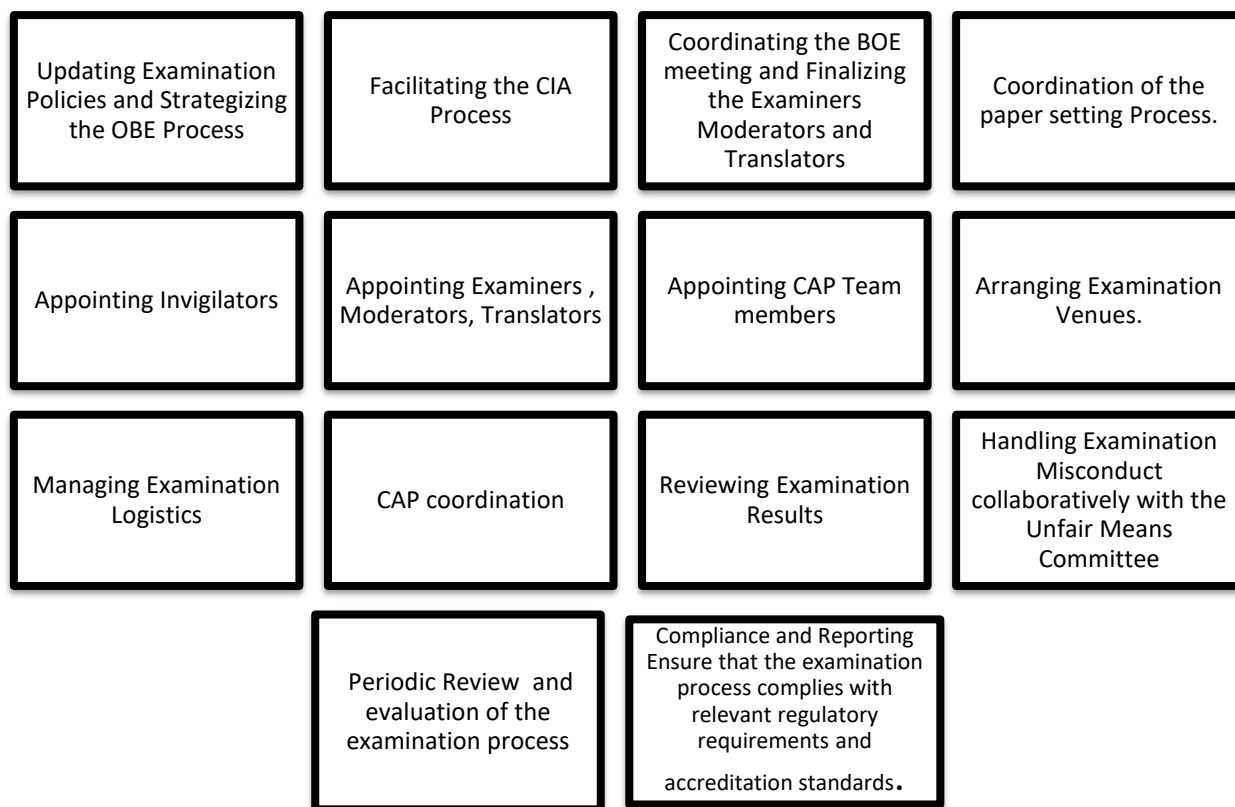
***Average teaching experience of full-time teachers***

Ten Years Average Teaching Experience of the full-time teachers

**EVALUATION PROCESS AND REFORMS**

Examination Committee:

There is a fully designated examination committee that takes care of the meticulous functioning of the Examination Process. The different roles of the examination committee are as follows



**Streamlined Examination Process in Line with NEP and OBE Requirements**

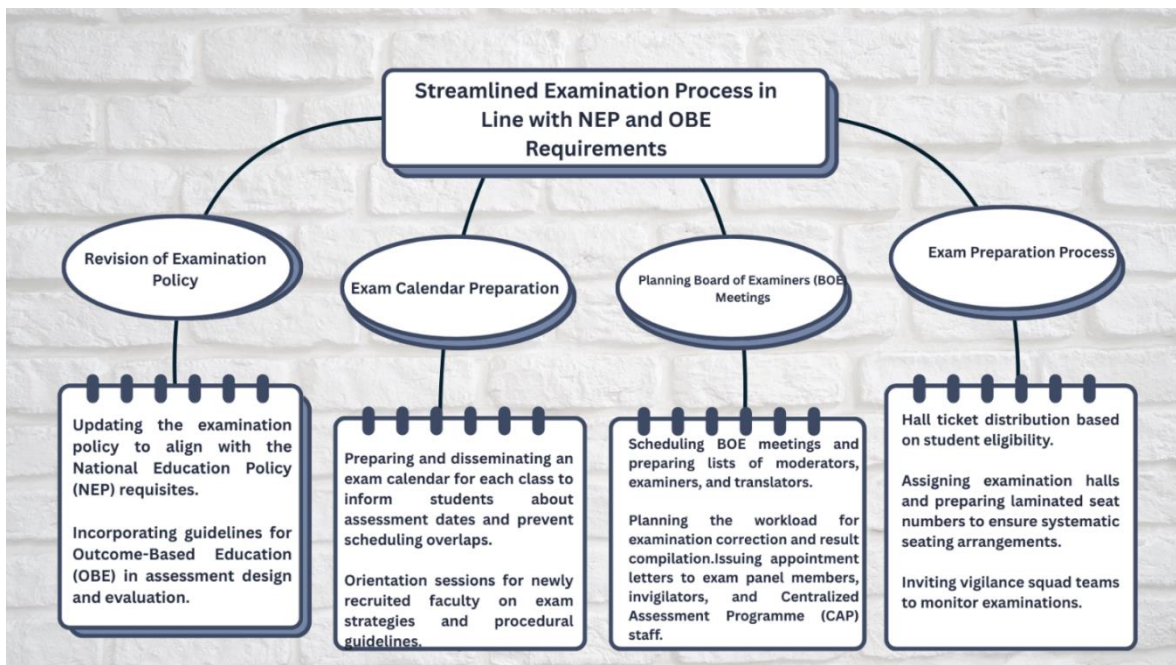
The examination process was streamlined and designed to align assessment practices with the National Education Policy (NEP) and Outcome-Based Education (OBE) framework, ensuring transparency, efficiency, and learner-centred evaluation. The initial process included the revision of the examination policy to incorporate NEP principles and OBE-aligned assessment and evaluation guidelines.

To facilitate the smooth implementation of the exam process an exam calendar was prepared, ensuring timely dissemination of assessment schedules and avoiding overlaps, along with orientation for newly recruited faculty on the examination process.

The **(BOE)** plays a crucial role through structured meetings for scheduling examinations, appointing examiners, moderators, translators, invigilators, and CAP staff, and planning workloads for timely correction and result processing.

The exam preparation process includes eligibility-based hall ticket distribution, allocation of examination halls, organised seating arrangements, and deployment of vigilance squads to ensure fairness.

During examinations, continuous monitoring is ensured through masked answer scripts and vigilance checklists to maintain transparency and adherence to examination rules. Mark entry and verification are carried out using OBE-aligned templates and structured verification mechanisms to minimise errors. Dedicated schedules for examination correction and moderation ensure standardisation and compliance with academic requirements. The process culminates in the timely declaration of results, ensuring accuracy, transparency, and adherence to institutional and regulatory standards.



## **Examination Audit and Outcome-Based Education (OBE) Implementation**

An Examination Audit was conducted to ensure compliance with regulatory and statutory standards, with a focus on transparency, quality assurance, and alignment with institutional academic objectives. The institution has adopted Outcome-Based Education (OBE) as its core academic strategy to enhance the quality and effectiveness of teaching, learning, and assessment practices.

Teaching, learning, and assessment processes were systematically aligned with clearly defined Course Outcomes (COs) and Program Outcomes (POs). Assessment design and evaluation practices were further mapped to Bloom's Taxonomy levels, ensuring appropriate measurement of cognitive skills across knowledge, understanding, application, analysis, and higher-order thinking.

To strengthen effective implementation of OBE, faculty development programmes were organised, focusing on outcome formulation, assessment alignment, attainment measurement, and documentation. Faculty members submitted Curriculum Plans and Assessment Schedules in accordance with OBE specifications, ensuring consistency and uniformity across courses.

Both internal and external assessments were conducted in line with OBE guidelines. Course-wise reports were generated for each subject, highlighting outcome attainment levels, strengths, gaps, and action plans for continuous improvement. Unit-wise scoring and analysis of marks enabled systematic performance tracking and facilitated timely remedial and enrichment interventions for learners.

A structured feedback mechanism was implemented to collect inputs from students and other stakeholders, contributing to evidence-based academic enhancement. Additionally, gap analysis reports were prepared to compare expected learning outcomes with actual student performance, supporting data-driven decision-making and quality improvement initiatives.

The institution also effectively utilised the Management Information System (MIS) to manage various examination-related processes, including assessment data management, result processing, and reporting, thereby improving efficiency, accuracy, and transparency.

---



## **New Measures in Examination Management**

To strengthen transparency, fairness, and outcome alignment in assessment practices, the institution introduced several new measures in examination management in line with Outcome-Based Education (OBE) and NEP guidelines.

The internal assessment system was strengthened through the introduction of unit-based assessment, with faculty required to submit detailed assessment plans aligned with unit-based lesson plans. This ensured systematic coverage of learning outcomes and continuous evaluation of student performance. A revised question paper pattern was implemented to better assess learning outcomes across cognitive levels and ensure consistency across courses.

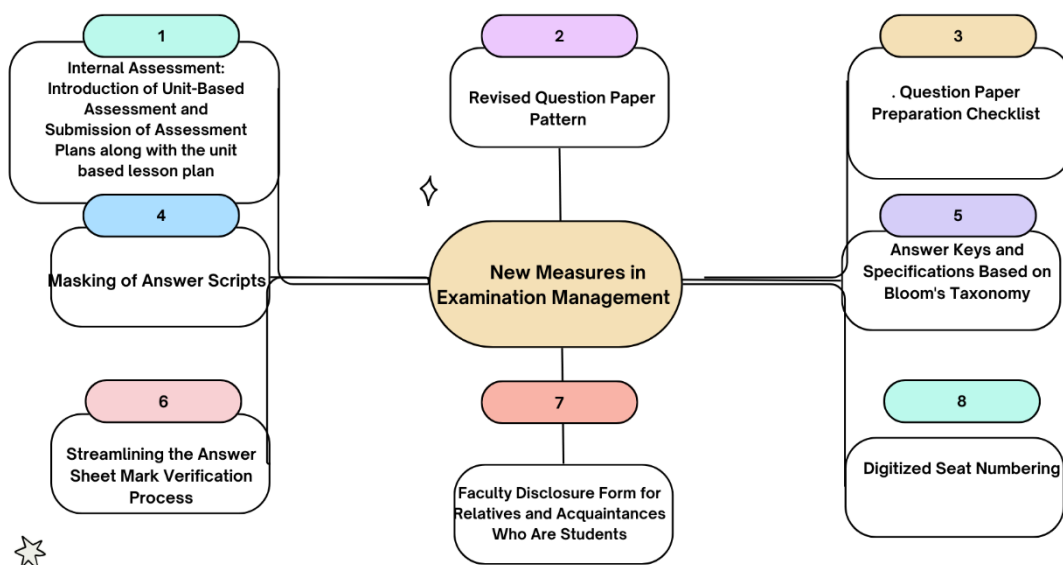
To enhance the quality and reliability of question papers, a question paper preparation checklist was introduced, ensuring completeness, syllabus coverage, and alignment with course outcomes. Additionally, answer keys and evaluation specifications based on Bloom's Taxonomy were developed to promote uniformity and objectivity in evaluation.

Several procedural safeguards were adopted to strengthen examination integrity. These included masking of answer scripts to ensure unbiased evaluation and streamlining of the answer sheet mark verification process to minimise errors and enhance accuracy. A faculty disclosure form was introduced to identify any potential conflicts of interest arising from relatives or acquaintances appearing as students, thereby upholding ethical standards.

Further, examination administration was improved through digitised seat numbering, which enabled systematic seating arrangements, better traceability, and efficient examination management.

Overall, these measures contributed to a more transparent, efficient, and outcome-oriented examination system, reinforcing institutional commitment to quality assurance, academic integrity, and continuous improvement in assessment practices.

---



**Number of days from the date of the last semester-end/ year-end examination till the declaration of results during the year.**

Programme Name	Programme Code	Semester/ Year	Last date of Examination	Date of Result Declaration	Nos. of Days
B.S.W. I	301	SEM - I	26/ 10/2024	7/11/24	12
B.S.W. I	301	SEM - II	23/4/2025	5/5/2025	12
B.S.W. II	301	SEM - III	19/10/2024	7/11/24	12
B.S.W. II	301	SEM-IV	23/4/2025	5/5/2025	12
B.S.W. III	301	SEM - V	19/10/2024	7/11/24	19
B.S.W. III	301	SEM - VI	23/4/2025	5/5/2025	12
MSW I	501	Sem I	19/10/2024	7/11/24	19
MSW I	501(2024)	Sem II	22/4/2025	5/5/2025	13
MSW II	501	Sem III	19/10/2024	7/11/24	19
MSW II	501	Sem IV	22/4/2025	5/5/2025	13
MASIE I	502(2024)	Sem I	19/10/2024	5/11/24	17
MASIE I	502(2024)	Sem II	23/4/2025	5/5/2025	12
MASIE III	502(2022)	Sem III	19/10/2024	5/11/24	17
MASIE IV	502(2022)	Sem IV	23/4/2025	5/5/2025	12

The average number of days from the date of the last semester-end/ year-end examination till the last date of declaration of results for 2024 2025 is 28 Days

Academic Year	Average Nos. of Days for Results Declaration
2024 - 2025	14 Days

**Number and Percentage of student complaints/grievances about evaluation against the total number that appeared in the examinations.**

For the academic year 2024 – 2025, no grievances were received. The average number of days taken for the declaration of results for 2025 2026 is

Programme Name	Programme Code	Semester/ Year	Last date of Examination	Date of Result Declaration	Nos. of Days
B.S.W. I	301	SEM - I	7/10/2025	18/10/2025	11 Days
B.S.W. I	301	SEM - II			
B.S.W. II	301	SEM - III	7/10/2025	18/10/2025	11 Days
B.S.W. II	301	SEM-IV			
B.S.W. III	301	SEM - V	7/10/2025	16/10/2025	9 Days
B.S.W. III	301	SEM - VI			
MSW I	501	Sem I	9/10/2025	18/10/2025	11 Days
MSW I	501	Sem II			
MSW II	501	Sem III	7/10/2025	18/10/2025	11 Days
MSW II	501	Sem IV			
MASIE I	502(2024)	Sem I	17/10/2025	1/11/2025	15 Days
MASIE I	502(2024)	Sem II			
MASIE III	502(2022)	Sem III	17/10/2025	1/11/2025	15 Days
MASIE IV	502(2022)	Sem IV			

The average number of days from the date of the last semester-end/ year-end examination till the last date of declaration of results for 2025- 2026 is

Academic Year	Average Nos. of Days for Results Declaration
2025- 2026	12 days

**Number and Percentage of student complaints/grievances about evaluation against the total number that appeared in the examinations.**

During the academic year, a total of 2 student grievances related to evaluation were formally reported. One grievance concerned a discrepancy in internal assessment marks. One grievance was related to revaluation of research marks. Both grievances were jointly reviewed and addressed by the Examination Committee in coordination with the Grievance Redressal Cell.

After verification and due process, the matters were resolved satisfactorily, ensuring transparency and fairness in the evaluation system.

### **IT INTEGRATION AND REFORMS THE EXAMINATION PROCEDURES AND PROCESSES INCLUDING CONTINUOUS INTERNAL ASSESSMENT (CIA)**

The institution has initiated significant efforts through the integration of Information Technology along with the examination reforms, which has made a significant contribution to enhancing the examination Management system. The Management Information system software has enhanced the Efficiency of the Examination Process. The integration of Information Technology has given scope for the automation of various examination processes, including examination Fee processing, Hall Ticket generation, Mark entry and Mark sheet generation process. This reduces manual workload, minimizes errors, and enhances overall efficiency.

Implementing online registration and fee payment systems streamlines the examination process. Students can register for exams and pay fees integration enables the use of secure IT infrastructure that has made the examination process more structured. With the inclusion of the MIS system, there is scope to include data analytics tools to analyze examination results and trends.

The integration of Information Technology has contributed significantly to ensuring an efficient secure, and transparent Examination Management System. The incorporation of IT has benefited both the students and institutions by streamlining the examination process and giving scope for a technologically compatible approach to the examination process.

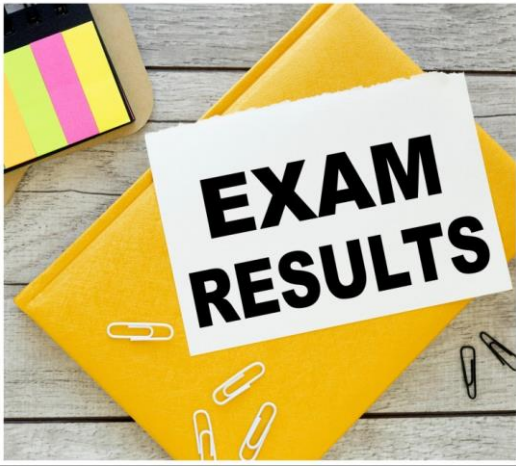
An integrated Exam module within an Enterprise Resource Planning (ERP) system often encompasses various functionalities such as exam scheduling, timetable management, hall ticket generation, seating arrangement, marks entry, result generation, and the application of grading policies. Here's a breakdown of each component:

Exam Schedule Management and management of exam schedules, including details like date, time, and venue for each exam. Support for different types of exams, such as midterms, finals, practical exams, etc.

Timetable Management-Integration with the overall timetable management system to avoid scheduling conflicts. Automated coordination with other academic activities to ensure a seamless schedule. Hall Ticket Generation: Automated creation of hall tickets or admit cards for registered students. Inclusion of crucial details such as exam details, candidate information, and exam centre

---

**STUDENT PERFORMANCES IN EXAMINATION ODD AND EVEN  
SEMESTER FOR THE ACADEMIC YEAR 2024 2025**



Exam Results Academic Year  
2024 – 2025  
October 2024 and April 2025

## STUDENT PERFORMANCES IN EXAMINATION ODD AND EVEN SEMESTER FOR THE ACADEMIC YEAR 2024 2025

EXAM DATA FOR THE ACADEMIC YEAR 2024-25 October 2024								
Stream	No of students Enrolled	No of students Permitted to write the exam	No of students who have Passed	No of students who appeared for the Exams with ATKT	No of students with Pass class	No of students with Second class	No of Students with First Class	No of students with Distinction above 75 percent
BSW I	51	33	32	-	-	9	15	8
BSW II	52	51	49	-	-	15	32	2
BSW III	56	55	53	-	2	27	24	-
MSW I	58	55	54	-	-	3	42	9
MSW II	62	61	59	-	-	5	49	5
MASIE I	14	14	13	-	3	1	8	1
MASIE II	8	8	8	-	-	3	3	2

The end-of-semester examinations for the Academic Year 2024–2025 were conducted in **October 2024** for the undergraduate and postgraduate programmes.

### Student Enrollment and Examination Participation

A total of 301 students were enrolled across all programmes during the academic year. Of these, 277 students were permitted to appear for the examinations, reflecting satisfactory attendance and fulfillment of eligibility requirements. The examination process witnessed high participation and completion rates, indicating effective academic engagement and student preparedness.

### Programme-wise Performance Overview

- **BSW Programme (I, II & III):**

The BSW programme demonstrated consistent academic performance across all three years.

- BSW I recorded **32** students who completed the examination out of 33 permitted candidates, with the majority securing **Second Class and First-Class results**.
- BSW II recorded **49** successful candidates out of 51, with a strong concentration in the First Class category.
- BSW III recorded **53** students who successfully completed the examination out of 55, with students predominantly securing Second Class and First Class results.

- **MSW Programme (I & II):**

The MSW programme demonstrated good academic outcomes.

- MSW I recorded 54 successful candidates out of 55 permitted students, with a significant number securing First Class and Distinction (above 75%).
- MSW II recorded 59 students who successfully completed the examination out of 61, with a high proportion securing First Class results, indicating strong academic rigor and learner achievement.
- **MASIE Programme (I & II):**

The MASIE programme reflected strong academic achievement.

- MASIE I had 13 students who successfully completed the examination out of 14, with results distributed across Pass Class, First Class, and Distinction categories.
- MASIE II achieved 100% successful completion, with students securing Second Class, First Class, and Distinction results.

#### ATKT DETAILS Oct 2024

<b>Stream</b>	<b>No of students not allowed for the exam and declared ATKT due to attendance issues Note:- Those students who are allowed to appear some subjects are considered in Not allowed for the exam category</b>	<b>No of students who appeared for the exam conducted in October 2024 and declared ATKT</b>	<b>TOTAL ATKT</b>
BSW I	18	1	19
BSW II	1	2	3
BSW III	1	1	2
MSW I	3	4	4
MSW II	1	1	2
MASIE I	-	1	1
MASIE II	-	-	-

#### **Attendance-Related ATKT**

A significant proportion of ATKT cases arose due to attendance-related non-eligibility. Students who were not permitted to appear for one or more subjects due to shortage of attendance—including those allowed to appear in select subjects only—were categorized under “*Not allowed for the examination*”. BSW I recorded the highest number of attendance-related ATKT cases (18 students), indicating challenges in attendance compliance among first-year undergraduate learners. MSW I reported 3 attendance-related ATKT cases, suggesting transitional adjustment issues at the postgraduate entry level. BSW II, BSW III, and MSW II showed minimal attendance-related ATKT cases, reflecting improved academic discipline and engagement in senior cohorts.

MASIE I and MASIE II reported no attendance-related ATKT cases, indicating strong compliance with attendance requirement. The **total ATKT** cases are concentrated largely in first-year programmes, particularly BSW I, highlighting the need for early academic orientation, mentoring, and attendance sensitization. Senior undergraduate and postgraduate programmes **show** significantly lower ATKT incidence.

#### EXAM DATA FOR THE ACADEMIC YEAR 2024-25 April 2025

Stream	No of students Enrolled	No of students Permitted to write the exam	No of students who have Passed	No of students who appeared for the Exams with ATKT	No of students with Pass class	No of students with Second class	No of Students with First Class	No of students with Distinction above 75 percent
BSW I	43	39	39	-	-	8	17	14
BSW II	51	47	46	-	-	14	23	9
BSW III	55	50	50	-	1	24	19	6
MSW I	58	55	54	-	-	1	32	21
MSW II	61	60	58	-	-	7	37	14
MASIE I	14	14	12	-	1	2	8	1
MASIE II	8	8	8	-	-	2	4	2

#### Programme-wise Performance

##### BSW Programme (I, II & III)

- BSW I recorded 100% successful completion among permitted candidates (39 out of 39). A substantial number of students achieved First Class and Distinction, indicating strong academic engagement at the entry level.
- BSW II demonstrated consistent outcomes with 46 successful candidates out of 47 permitted students, with the majority securing Second Class and First Class results.
- BSW III achieved 100% successful completion among permitted candidates (50 out of 50). The performance was largely concentrated in the Second Class and First Class categories, with a healthy number of Distinctions, reflecting academic maturity in the final year.

##### MSW Programme (I & II)

- MSW I recorded 54 successful candidates out of 55 permitted students, with a significant proportion achieving First Class and Distinction (above 75%), indicating high academic rigor and learner achievement.
-

- MSW II recorded 58 successful candidates out of 60 permitted students, with the majority securing First Class and Distinction, reflecting strong postgraduate academic outcomes.

### MASIE Programme (I & II)

- MASIE I recorded 12 successful candidates out of 14 permitted students, with results distributed across Pass Class, First Class, and Distinction categories, indicating satisfactory academic progression.
- MASIE II achieved 100% successful completion, with students securing Second Class, First Class, and Distinction, demonstrating consistent performance and effective academic support.

#### ATKT DETAILS April 2025

Stream	No of students not allowed for the exam and declared ATKT. Note:- Those students who are allowed to appear some subjects are considered in Not allowed for the exam category	No of students appeared the exam in April 2025 and declared ATKT	TOTAL ATKT
BSW I	4	-	4
BSW II	3	2	5
BSW III	5	-	5
MSW I	2	1	3
MSW II	1	2	3
MASIE I	-	2	2
MASIE II	-	-	-

### Attendance-Related ATKT

Students who were not permitted to appear for one or more subjects due to shortage of attendance—including those permitted to appear in select subjects only—were categorized under “*Not allowed for the examination*”.

- BSW III** recorded the highest number of attendance-related ATKT cases (**5 students**), indicating the need for closer monitoring of attendance compliance even at the senior undergraduate level.
  - BSW I and BSW II** reported 4 and 3 students respectively under attendance-related ATKT, highlighting the importance of continuous attendance tracking and student mentoring across undergraduate cohorts.
-

- **MSW I and MSW II** recorded 2 and 1 attendance-related ATKTK cases respectively, indicating relatively better compliance at the postgraduate level.
- **MASIE programmes** reported no attendance-related ATKTK cases, reflecting strong adherence to attendance norms.

#### EXAM DATA FOR THE ACADEMIC YEAR 2025 2026 October

Stream	No of students Enrolled	No of students Permitted to write the exam	No of students who have Passed	No of students who appeared for the Exams with ATKTK	No of students with Pass class	No of students with Second class	No of Students with First Class	No of students with Distinction above 75 percent
BSW I	55	49	38	2	-	12	25	1
BSW II	42	38	32	-	-	10	20	2
BSW III	51	51	51	-	-	18	29	4
MSW I	60	60	57	-	1	4	46	6
MSW II	57	57	57	-	-	7	48	2
MASIE I	9	8	8	-	-	-	6	2
MASIE II	14	12	12	-	-	2	10	-

### Programme-wise Analysis

#### BSW Programme (I, II & III)

- BSW I recorded 38 students successfully completing the examination out of 49 permitted candidates, with 2 students appearing with ATKTK. The majority of successful students secured Second Class and First Class, indicating satisfactory academic transition at the entry level.
  - BSW II recorded 32 successful candidates out of 38 permitted students, with outcomes largely concentrated in the Second Class and First-Class categories.
  - BSW III achieved 100% successful completion, with all 51 permitted students completing the examination successfully. A significant number secured First Class and Distinction, reflecting academic maturity and readiness for progression.
-

### MSW Programme (I & II)

- **MSW I** recorded 57 successful candidates out of 60, with only one student in the Minimum Qualifying Category or a pass class. A large proportion of students achieved First Class and Distinction, highlighting strong postgraduate academic performance.
- **MSW II** achieved 100% successful completion, with all 57 students completing the examination successfully, and a majority securing First Class results, reflecting high academic standards and learner achievement.

### MASIE Programme (I & II)

- **MASIE I** recorded 100% successful completion among permitted candidates, with students securing First Class and Distinction, indicating focused academic engagement.
- **MASIE II** also recorded 100% successful completion, with outcomes largely in the Second Class and First Class categories, reflecting consistent academic performance.

### Attendance-Related ATKT

#### ATKT DETAILS Oct 2025

Stream	No of students not allowed for the exam and declared ATKT Note:- Those students who are allowed to appear some subjects are considered in Not allowed for the exam category	No of students appeared the exam and declared ATKT	TOTAL ATKT
BSW I	6	11	17
BSW II	4	6	10
BSW III	-	-	-
MSW I	-	3	3
MSW II	-	-	-
MASIE I	1	-	1
MASIE II	2	-	2

Students who were not permitted to appear for one or more subjects due to attendance-related non-eligibility—including those permitted to appear in select subjects only—were categorized under “*Not allowed for the examination*”.

---

- BSW I recorded the highest number of attendance-related ATKT cases (6 students), indicating the need for strengthened attendance monitoring and early academic intervention at the entry level.
- BSW II reported 4 attendance-related ATKT cases, suggesting moderate attendance challenges within the cohort.
- MASIE I and MASIE II recorded 1 and 2 attendance-related ATKT cases respectively, highlighting isolated attendance concerns.
- BSW III, MSW I, and MSW II reported no attendance-related ATKT cases, reflecting strong compliance with attendance norms, particularly in senior and postgraduate cohorts.

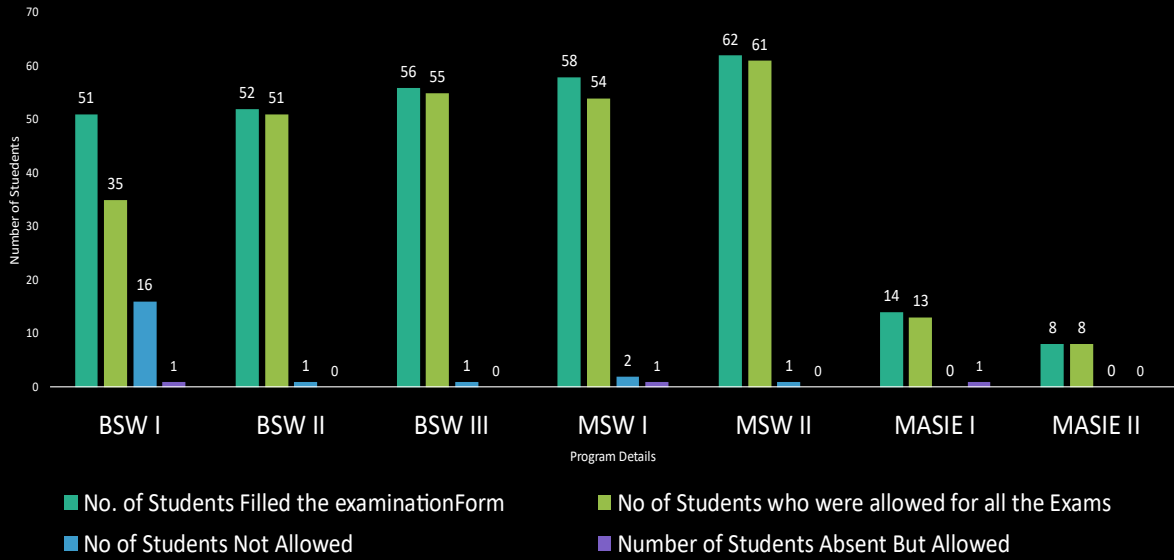
## Exam Results Academic Year 2024 – 2025 October 2024

CLASS	SEM	LAST DATE OF EXAM	RESULT DECLARATION DATE	DAYS RESULTS DECLARED
BSW	I	26.10.2024	07.11.2024	12 DAYS
BSW	III	19.10.2024	7/11/24	19 Days
BSW	V	19.10.2024	07.11.2024	19 DAYS
MSW	I	19.10.2024	07.11.2024	19 DAYS
MSW	III	19.10.2024	07.11.2024	19 DAYS
MASIE	I	19.10.2024	05.11.2024	17 DAYS
MASIE	III	19.10.2024	05.11.2024	17 DAYS

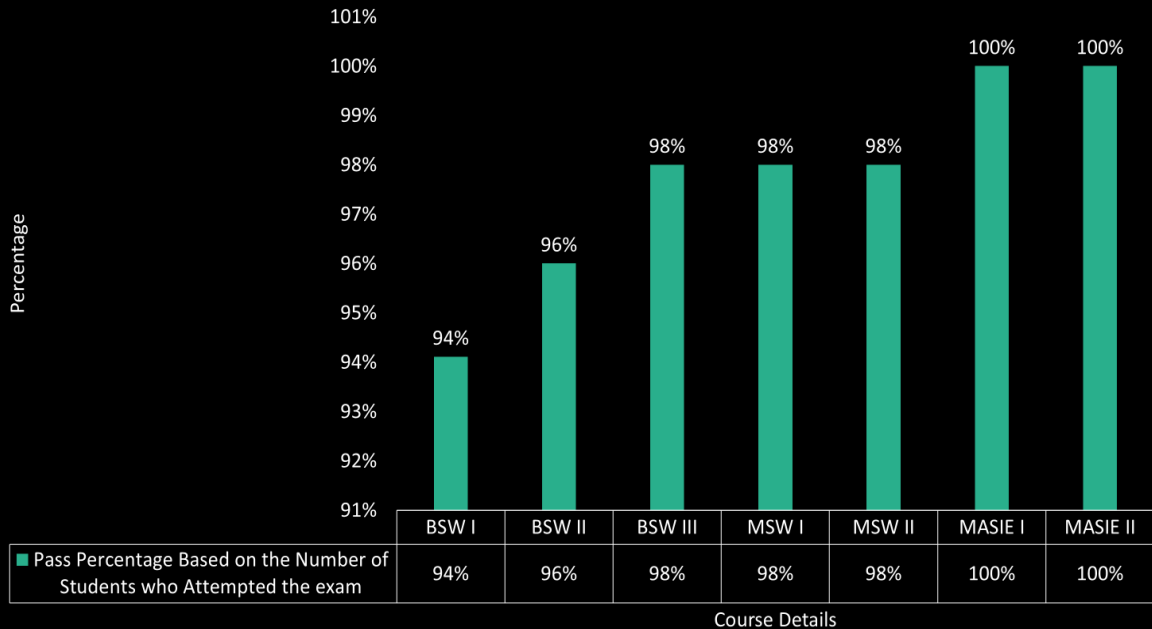
Result Declaration Dates

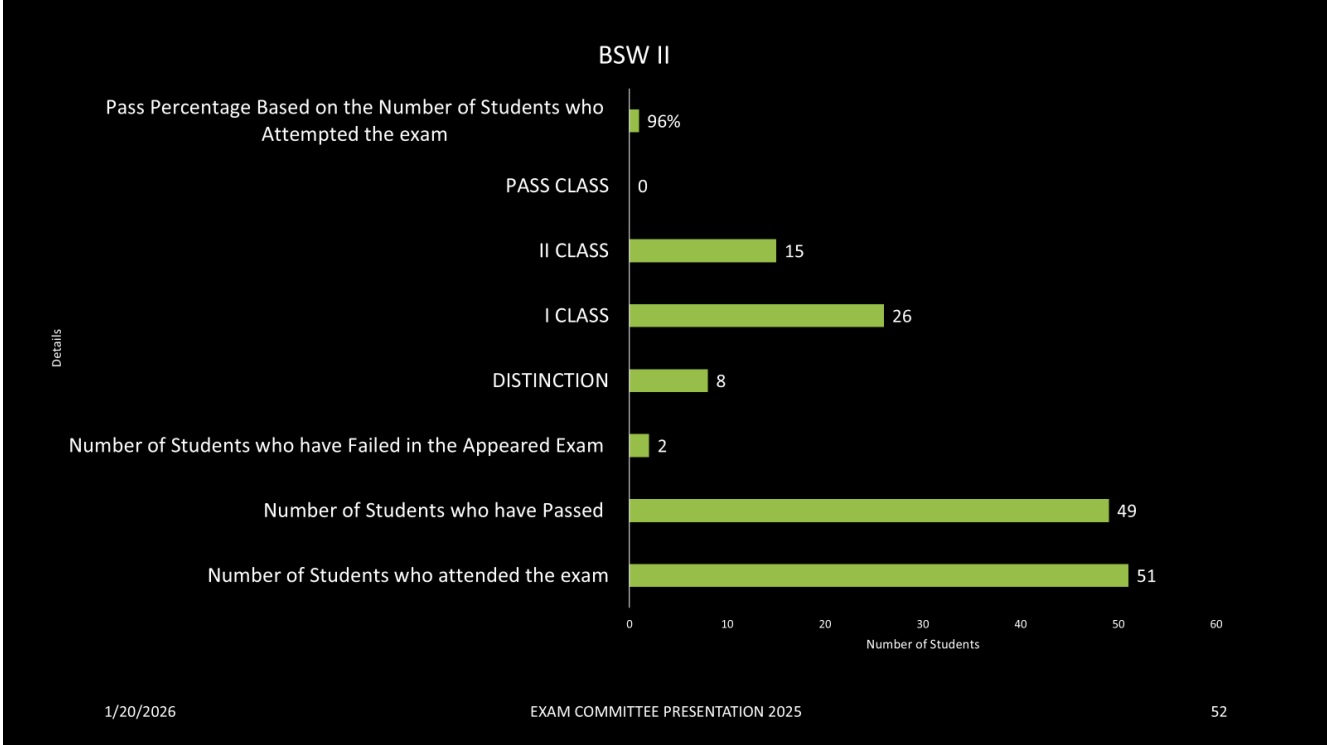
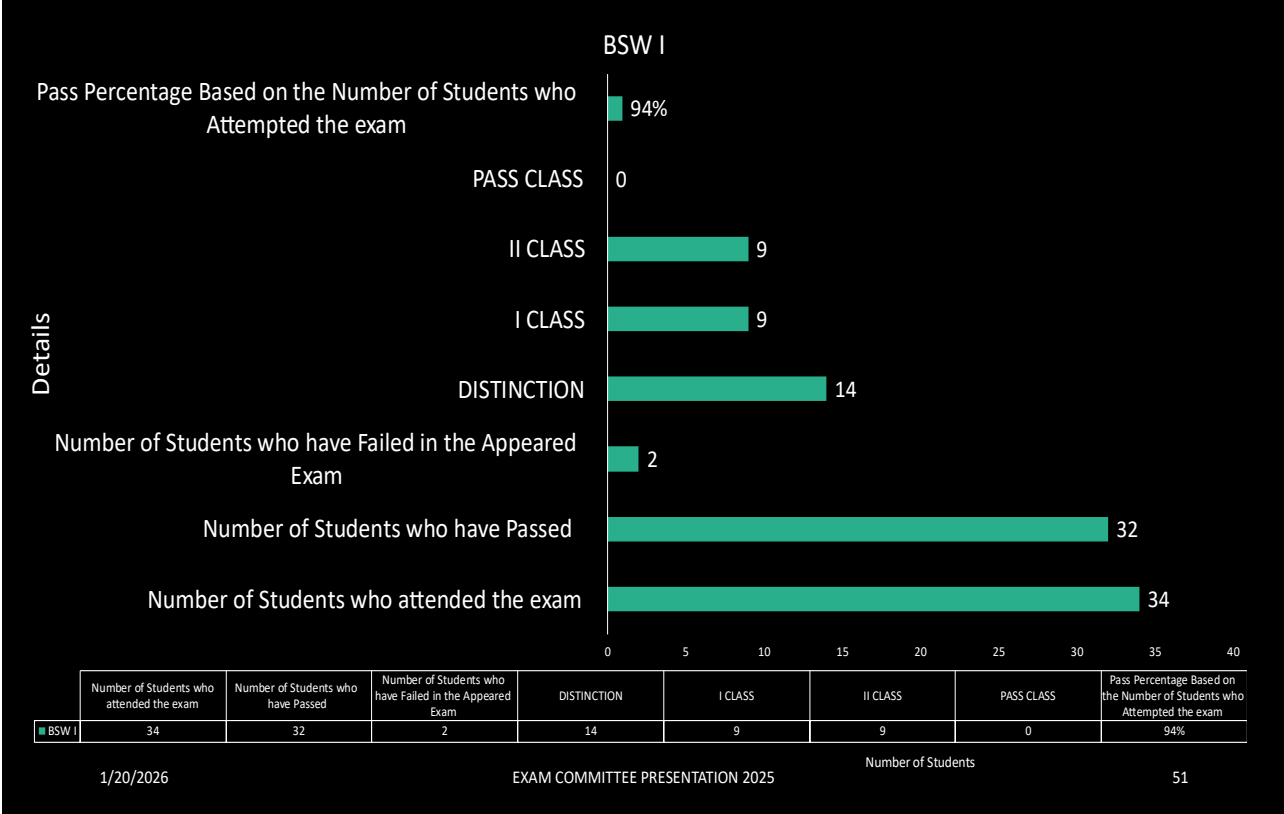


## Details Pertaining to Students Eligible to Appear for the End Of Semester Exams October, 2024

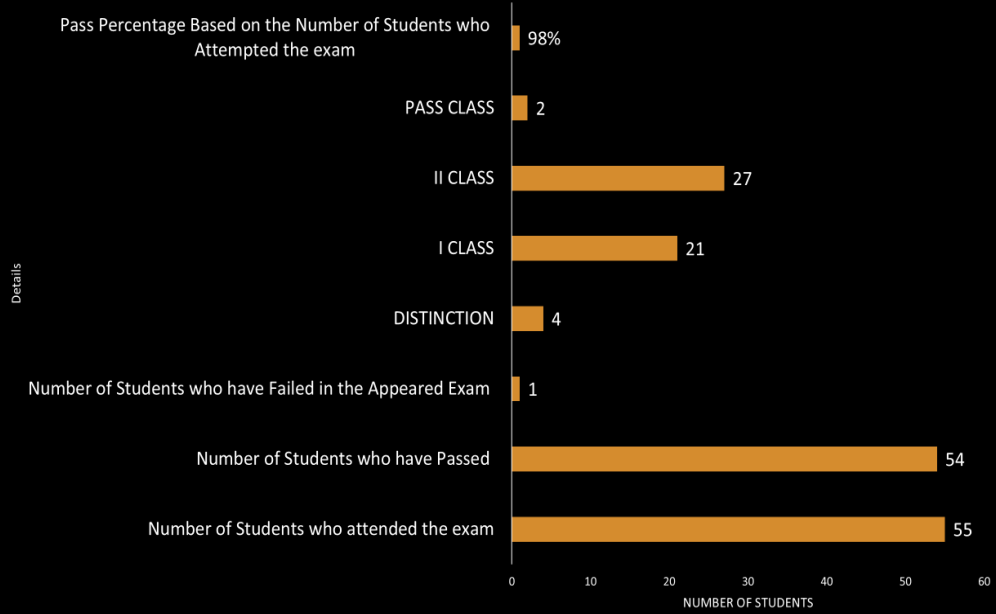


## Pass Percentage Based on the Number of Students who Attempted the exam

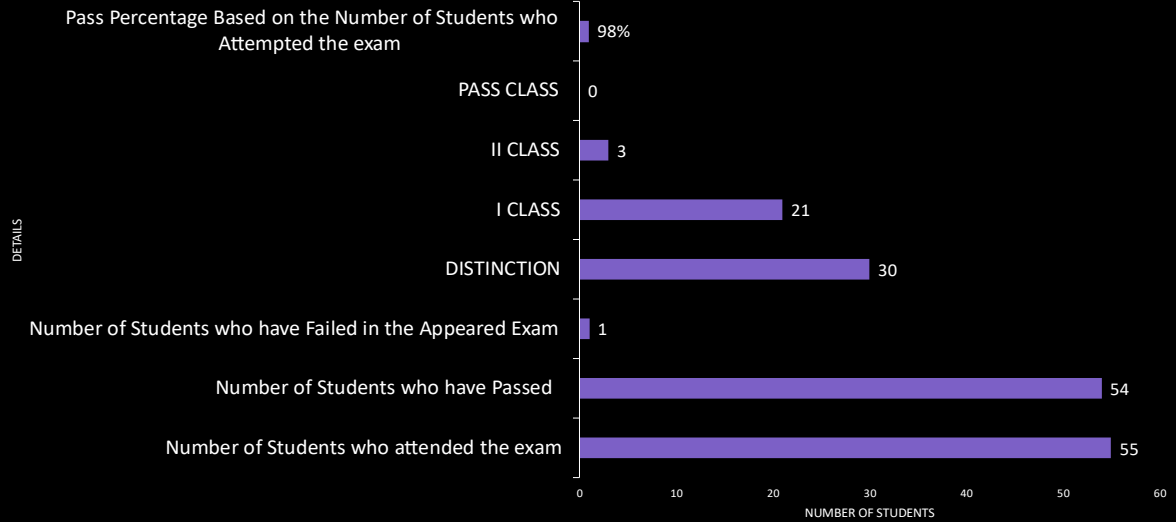


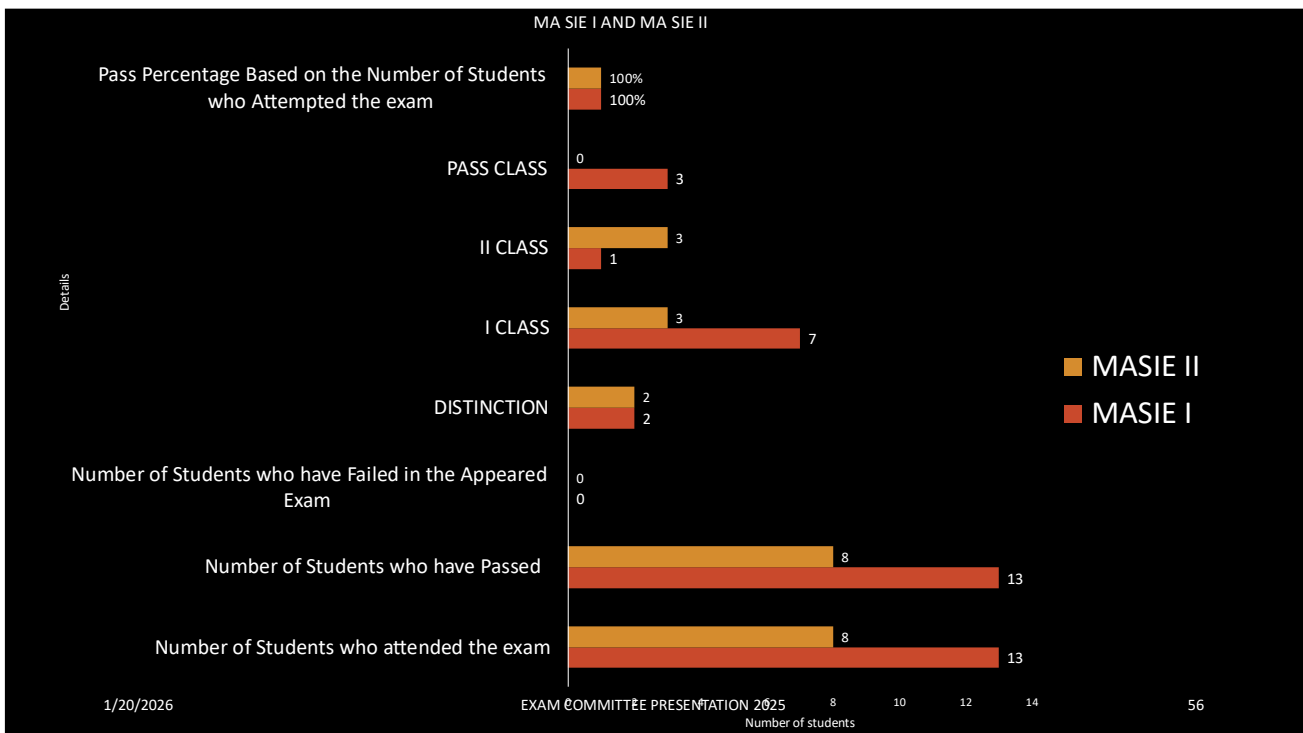
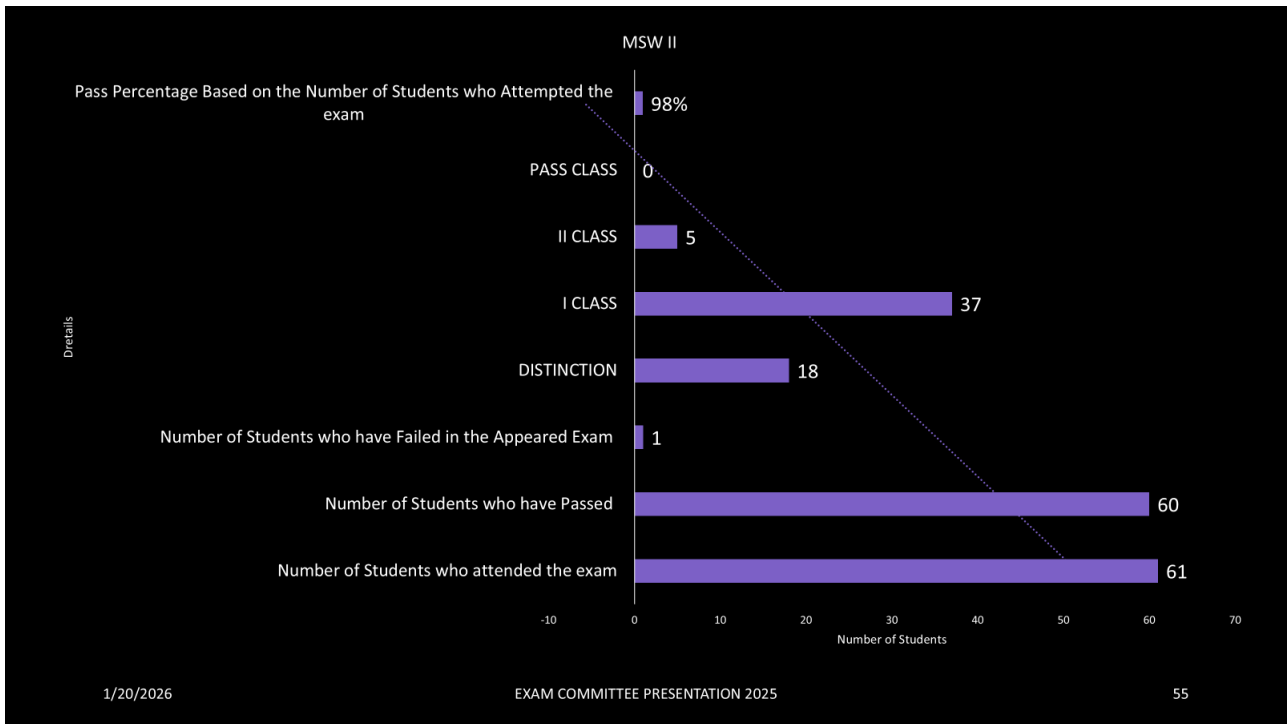


### BSW III



### MSW I





# Exam Results Academic Year 2024 – 2025

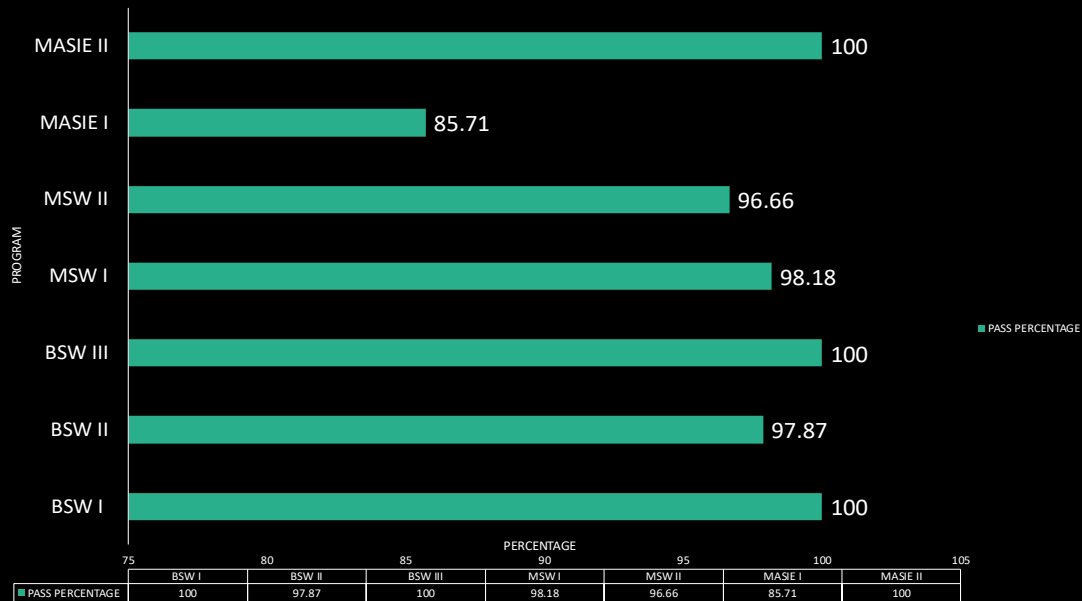
## APRIL 2025

Programme Name	Programme Code	Semester/Year	Last date of the last semester-end/year- end examination	Date of declaration of results of the semester-end/ year-end examination
BSW I	301 (2023)	SEM II / APRIL 2025	23.04.2025	05.05.2025
BSW II	301 (2023)	SEM IV / APRIL 2025	23.04.2025	05.05.2025
BSW III	301	SEM VI / APRIL 2025	23.04.2025	05.05.2025
MSW I	501 (2024)	SEM II / APRIL 2025	22.04.2025	05.05.2025
MSW II	501	SEM IV / APRIL 2025	22.04.2025	05.05.2025
MASIE I	502 (2024)	SEM II / APRIL 2025	23.04.2025	05.05.2025
MASIE II	502 (2022)	SEM IV / APRIL 2025	23.04.2025	05.05.2025

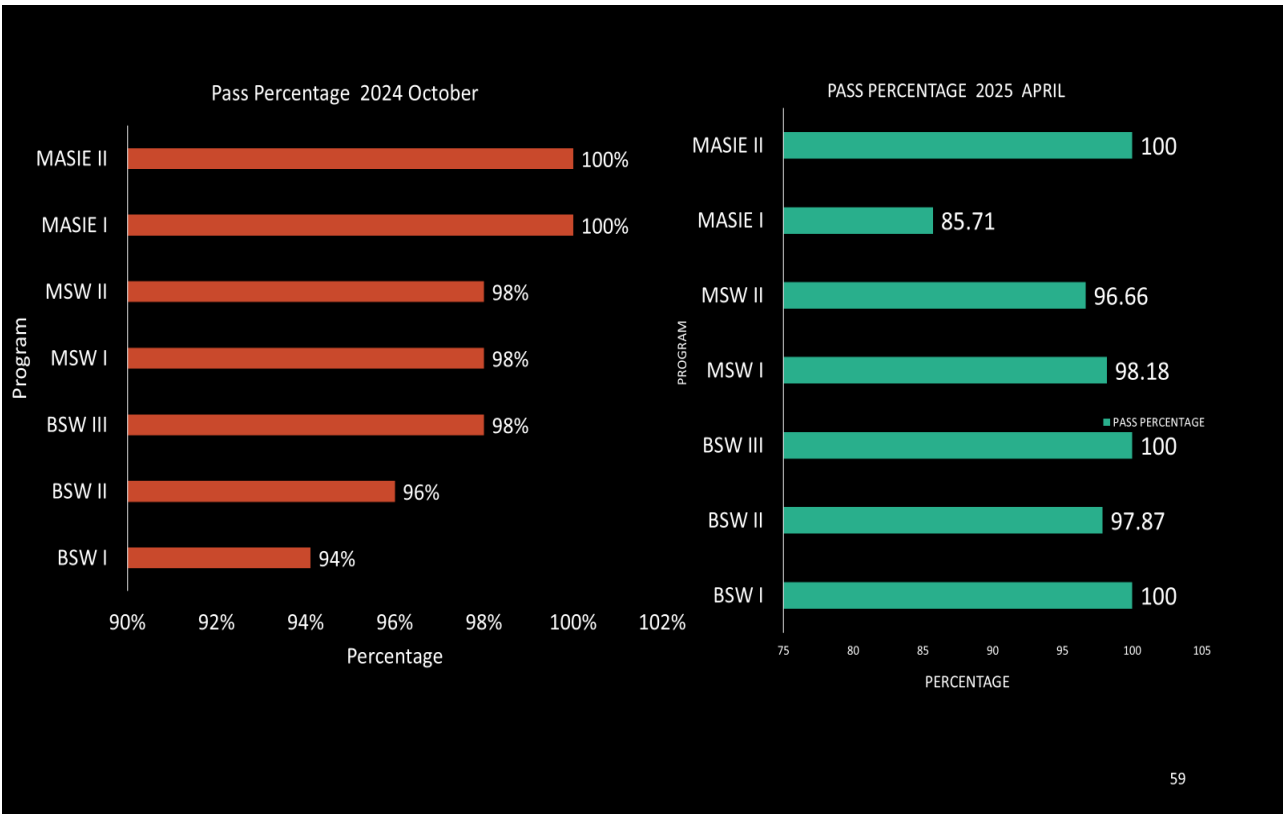
### Result Declaration Dates

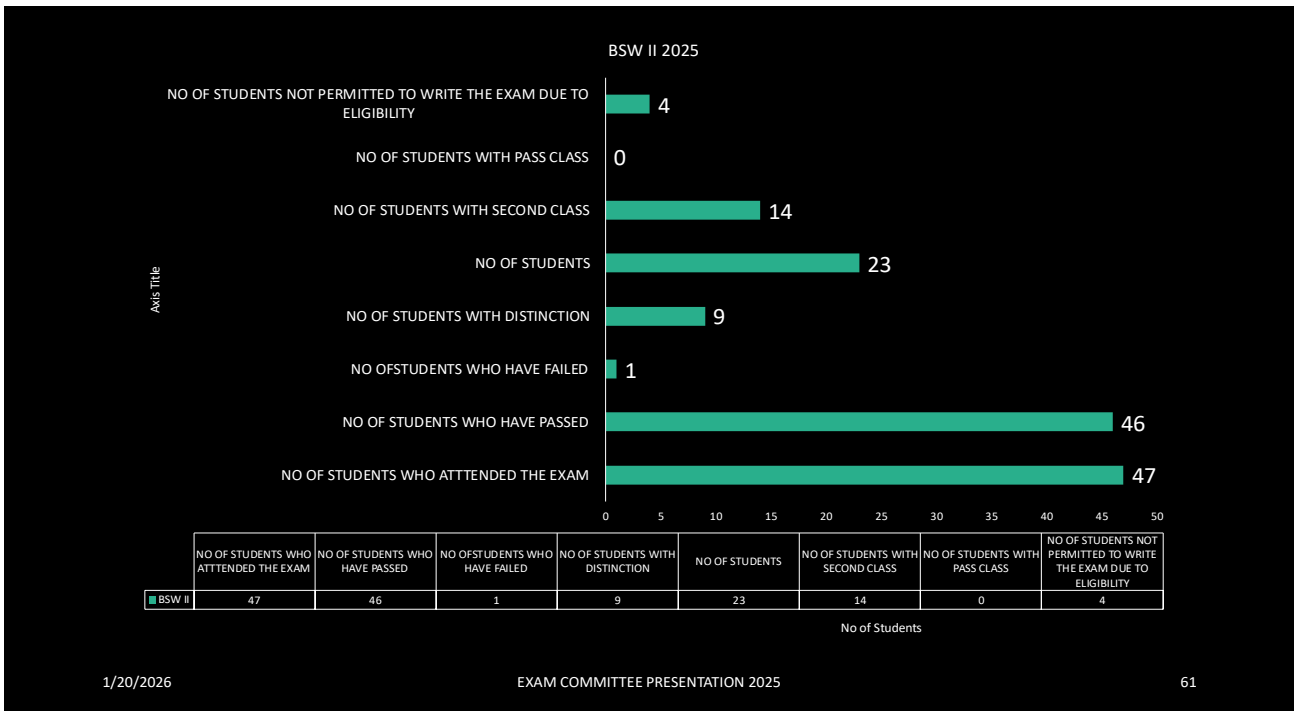
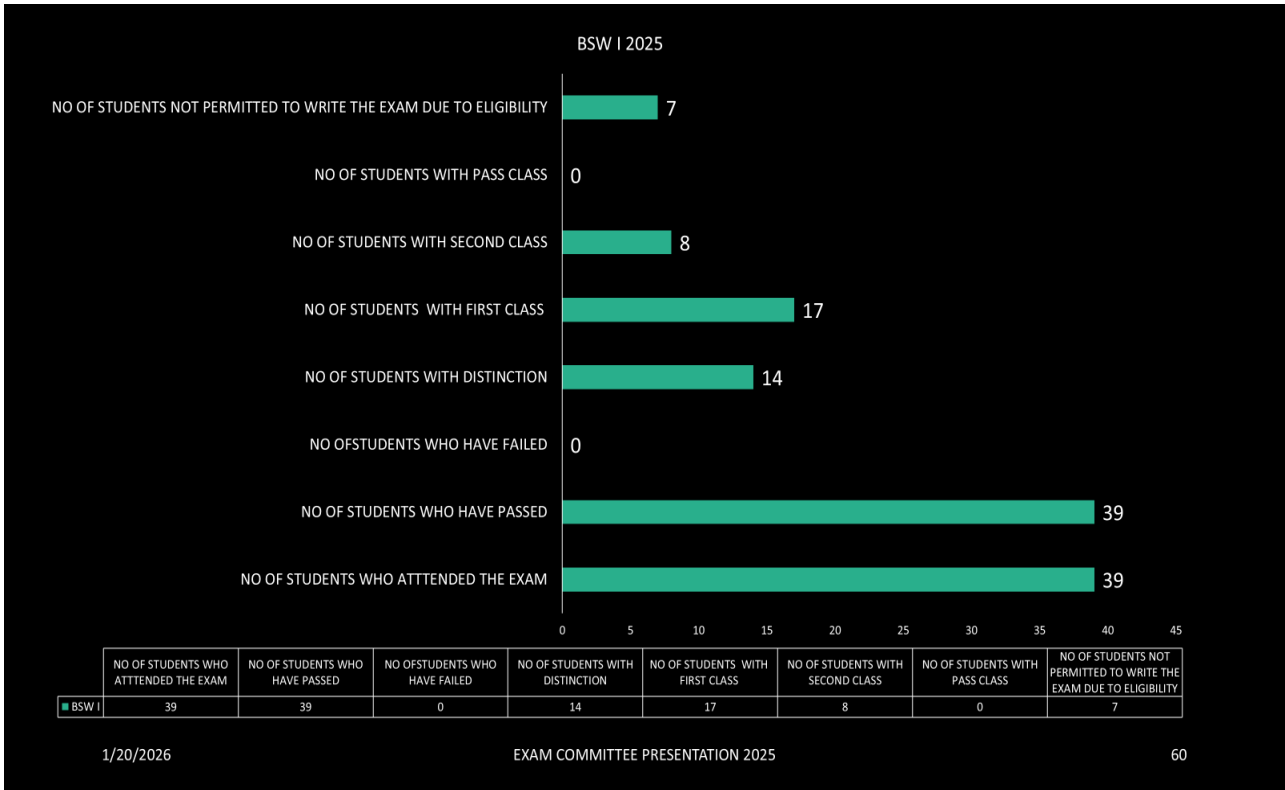


PASS PERCENTAGE ACROSS ALL THE PROGRAMS

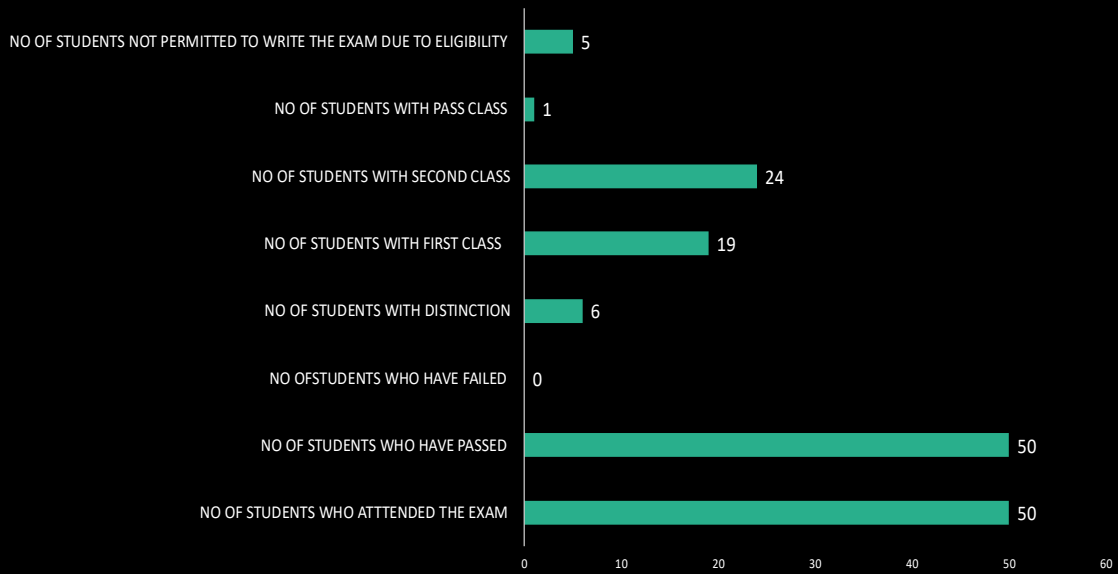


	BSW I	BSW II	BSW III	MSW I	MSW II	MASIE I	MASIE II
PASS PERCENTAGE	100	97.87	100	98.18	96.66	85.71	100



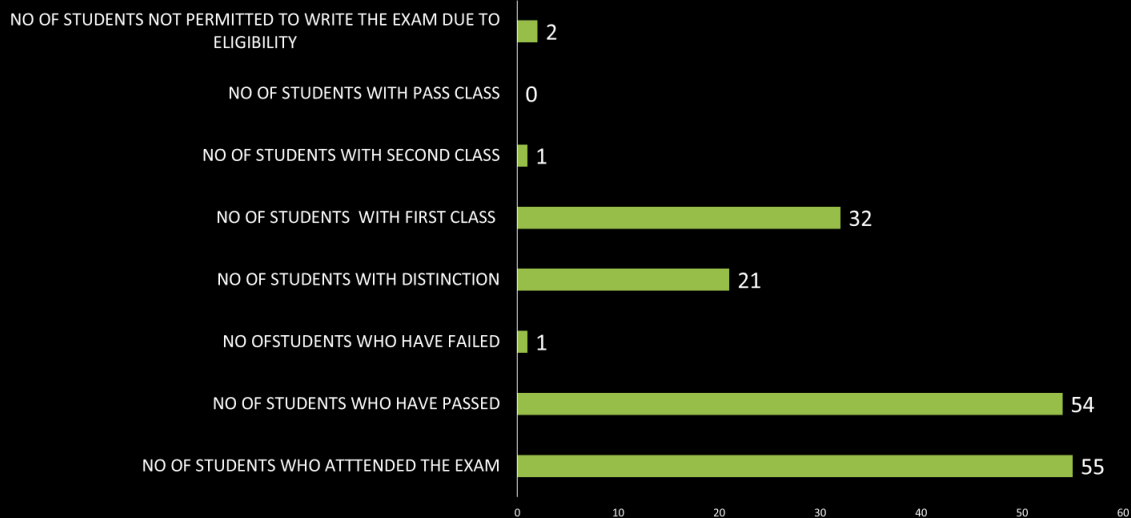


BSW III 2025

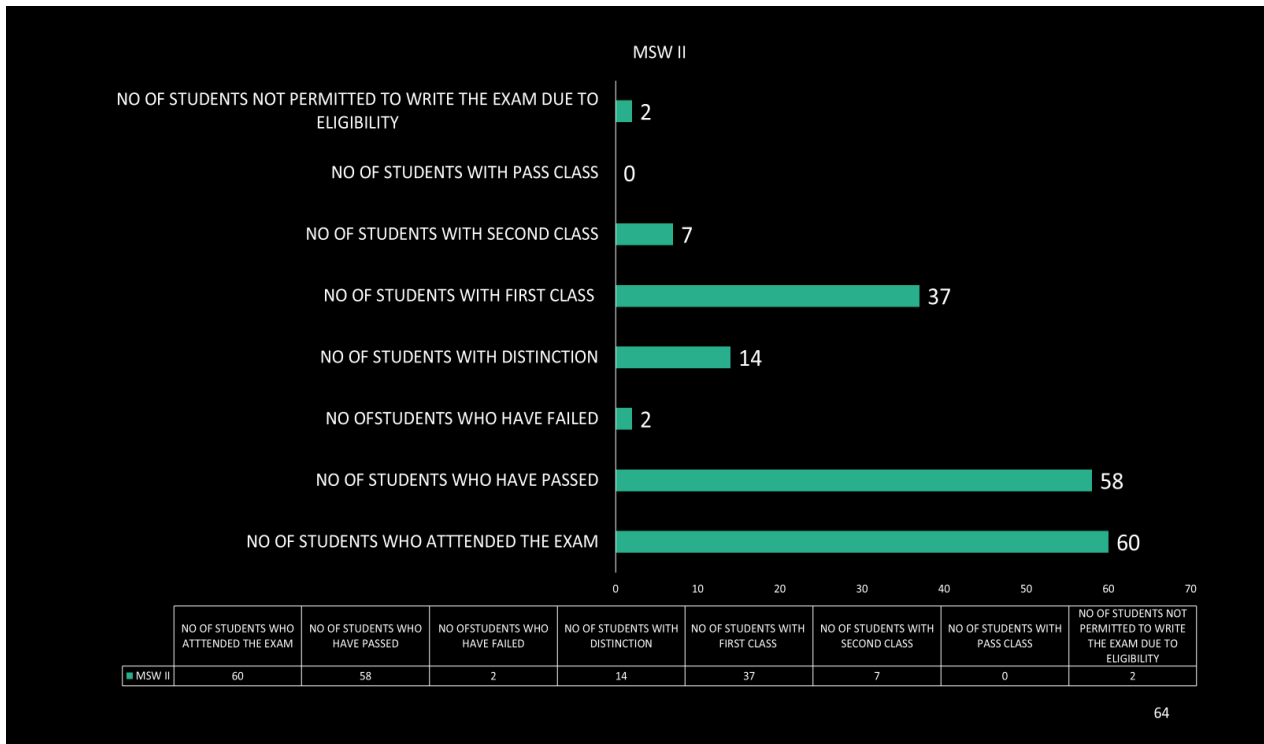


	NO OF STUDENTS WHO ATTENDED THE EXAM	NO OF STUDENTS WHO HAVE PASSED	NO OF STUDENTS WHO HAVE FAILED	NO OF STUDENTS WITH DISTINCTION	NO OF STUDENTS WITH FIRST CLASS	NO OF STUDENTS WITH SECOND CLASS	NO OF STUDENTS WITH PASS CLASS	NO OF STUDENTS NOT PERMITTED TO WRITE THE EXAM DUE TO ELIGIBILITY
BSW III	50	50	0	6	19	24	1	5

MSW I 2025

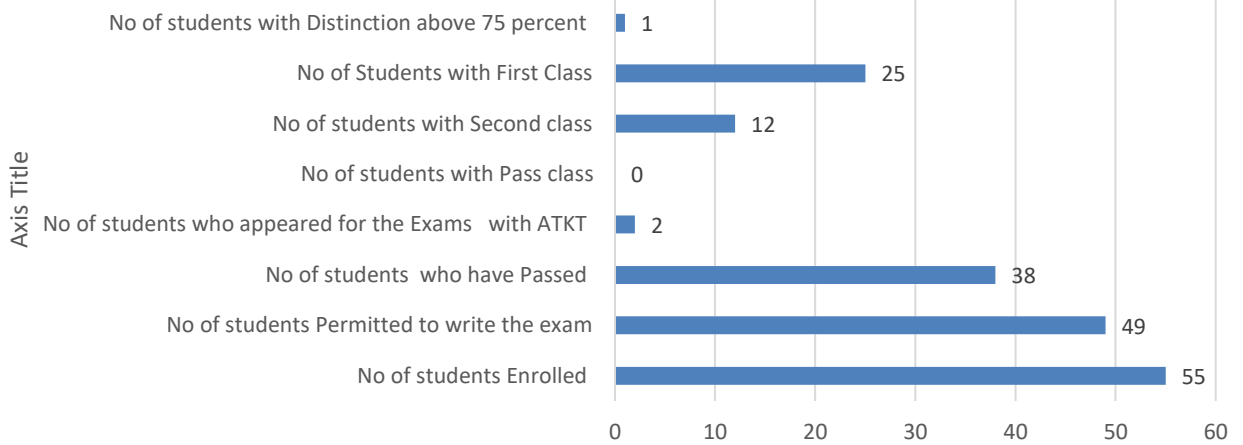


	NO OF STUDENTS WHO ATTENDED THE EXAM	NO OF STUDENTS WHO HAVE PASSED	NO OF STUDENTS WHO HAVE FAILED	NO OF STUDENTS WITH DISTINCTION	NO OF STUDENTS WITH FIRST CLASS	NO OF STUDENTS WITH SECOND CLASS	NO OF STUDENTS WITH PASS CLASS	NO OF STUDENTS NOT PERMITTED TO WRITE THE EXAM DUE TO ELIGIBILITY
MSW I	55	54	1	21	32	1	0	2



**EXAM DATA FOR THE ACADEMIC YEAR 2025 2026 October**

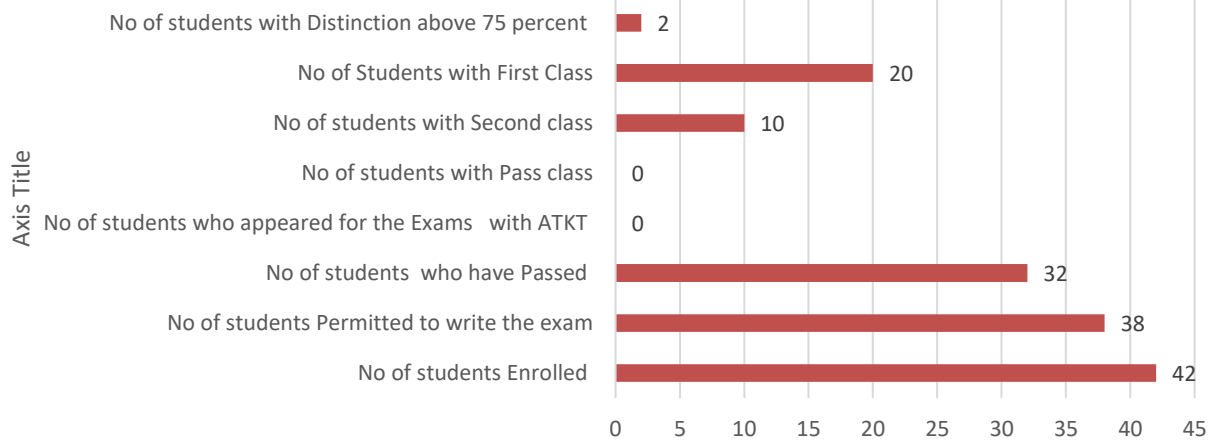
**BSW I**



	No of students Enrolled	No of students Permitted to write the exam	No of students who have Passed	No of students who appeared for the Exams with ATKT	No of students with Pass class	No of students with Second class	No of Students with First Class	No of students with Distinction above 75 percent
■ BSW I	55	49	38	2	0	12	25	1

Axis Title

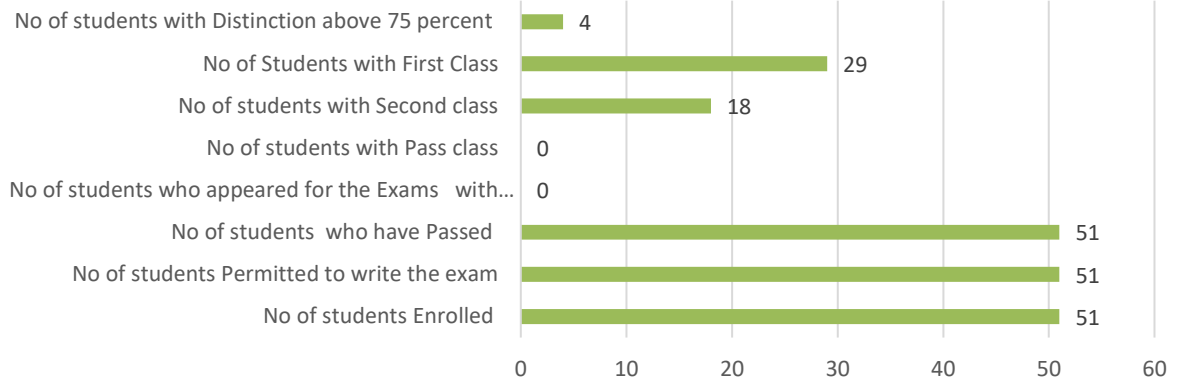
**BSW II**



	No of students Enrolled	No of students Permitted to write the exam	No of students who have Passed	No of students who appeared for the Exams with ATKT	No of students with Pass class	No of students with Second class	No of Students with First Class	No of students with Distinction above 75 percent
■ BSW II	42	38	32	0	0	10	20	2

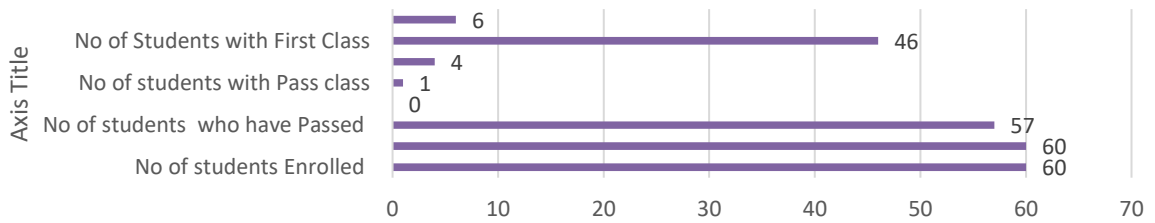
Axis Title

### BSW III



	No of students Enrolled	No of students Permitted to write the exam	No of students who have Passed	No of students who appeared for the Exams with ATKT	No of students with Pass class	No of students with Second class	No of Students with First Class	No of students with Distinction above 75 percent
■ BSW III	51	51	51	0	0	18	29	4

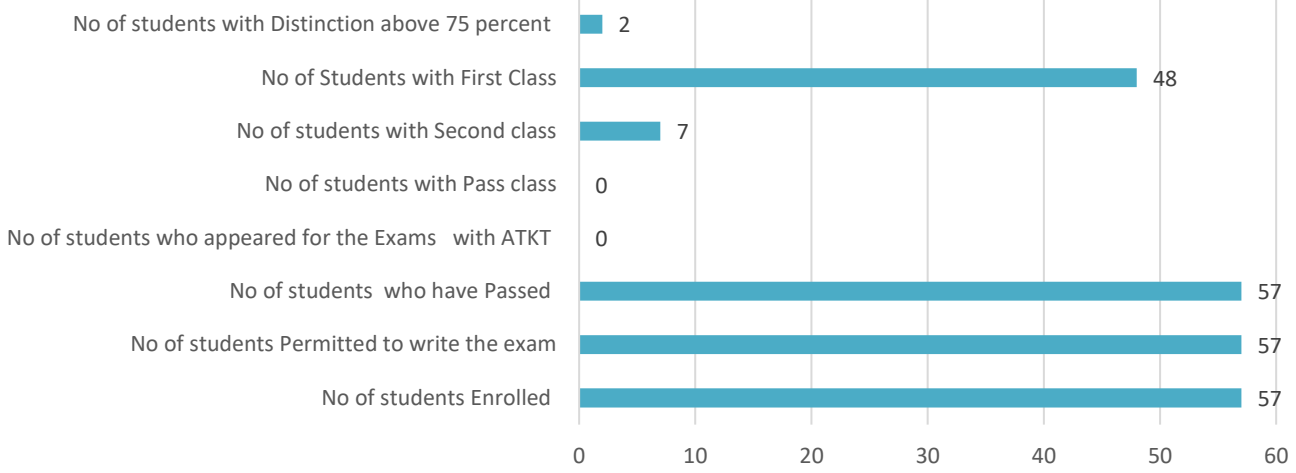
### MSW I



	No of students Enrolled	No of students Permitted to write the exam	No of students who have Passed	No of students who appeared for the Exams with ATKT	No of students with Pass class	No of students with Second class	No of Students with First Class	No of students with Distinction above 75 percent
■ MSW I	60	60	57	0	1	4	46	6

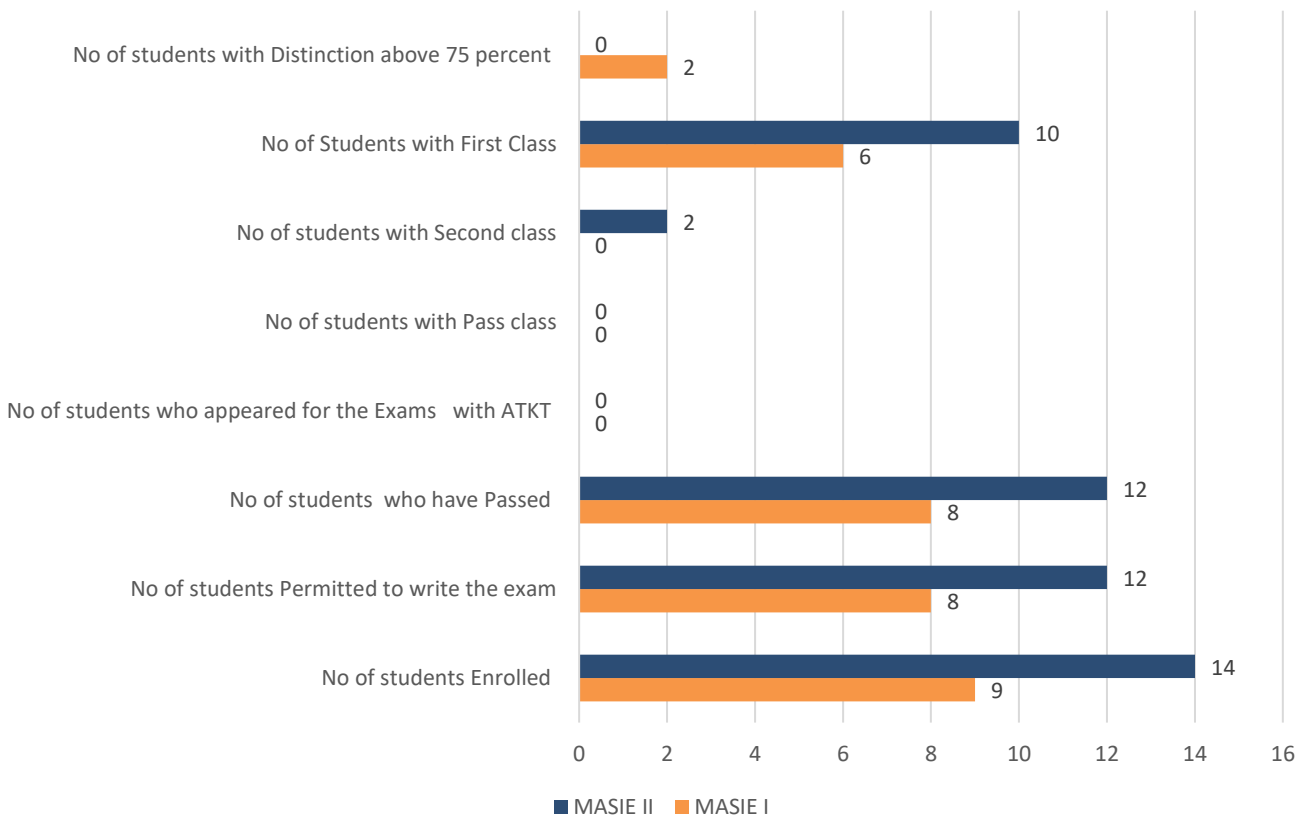
Axis Title

### MSW II



	No of students Enrolled	No of students Permitted to write the exam	No of students who have Passed	No of students who appeared for the Exams with ATKT	No of students with Pass class	No of students with Second class	No of Students with First Class	No of students with Distinction above 75 percent
MSW II	57	57	57	0	0	7	48	2

### MA SIE



## **PROGRAM OUTCOME FOR SOCIAL WORK**

Programme Outcomes and Course Outcomes for all programmes offered by the institution are stated and displayed on the website and communicated to teachers and students. Objectives of the programs offered by the College are as follows:

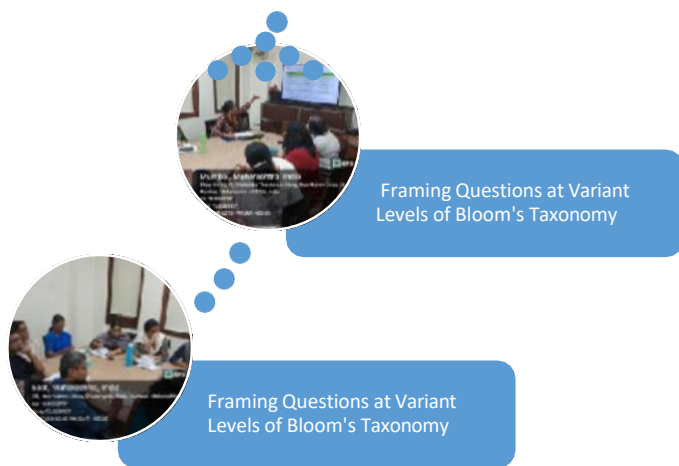
- Facilitate an understanding of the history and context of the communities and societies within which we function.
  - Develop a local and global understanding of the dynamics of poverty and human development, and its impact on various social groups
  - Develop an understanding of the dynamics of the state and civil society organizations in the context of transnational influences.
  - Develop skills for devising and implementing effective, people-oriented interventions to ameliorate the miseries of marginalized populations and develop skills for practice-based research into social phenomena and issues.
  - Develop appreciation for the values of social justice, human dignity, tolerance and respect toward ‘the other’ in a diverse society.
  - Develop sensitivity toward the vulnerable sections of the population and recognize and uphold their right to participation in governance and to self-determination.
  - Develop professional ethics with reference to self and society and commitment to all aspects of work.
-

<b>Program</b>	<b>Program Outcomes</b>
Bachelor of Social Work (BSW)	<p><b>Program Outcomes for BSW</b></p> <ul style="list-style-type: none"> <li>▪ Graduates will critically analyze social realities, understand their changing dynamics, and actively engage in processes that contribute to positive social transformation.</li> <li>▪ They will demonstrate an in-depth understanding of diverse communities, their unique challenges, and systemic inequalities, and advocate for social justice in their professional practice.</li> <li>▪ Graduates will apply appropriate social work methods and strategies to effectively work with individuals, groups, and communities, addressing various social issues.</li> <li>▪ They will embody professional social work values and ethics, ensuring integrity, respect, and accountability in all aspects of their practice.</li> <li>▪ Graduates will develop problem-solving abilities and intervention strategies tailored to the needs of marginalized and vulnerable populations.</li> <li>▪ They will integrate research and evidence-based knowledge to design, implement, and evaluate social work interventions effectively.</li> <li>▪ Graduates will exhibit strong communication skills and the ability to collaborate with multidisciplinary teams to address social challenges holistically.</li> <li>▪ They will demonstrate a commitment to lifelong learning, staying informed about emerging trends and practices in the field of social work.</li> </ul>
Master of Social Work (MSW)	<p><b>Program Outcomes For MSW</b></p> <ul style="list-style-type: none"> <li>▪ Graduates will develop a critical and interdisciplinary understanding of social structures, inequalities, and systemic challenges, enabling them to design and implement effective social work interventions.</li> <li>▪ They will apply advanced social work theories, frameworks, and evidence-based practices to engage with individuals, families, groups, and communities at micro, meso, and macro levels.</li> <li>▪ Graduates will demonstrate professional competencies in clinical social work, community organization, policy advocacy, and participatory development, addressing diverse social issues.</li> <li>▪ They will uphold ethical principles, social justice, and human rights in their professional practice, ensuring dignity, inclusivity, and accountability in all interventions.</li> <li>▪ Graduates will integrate research methodologies, policy analysis, and program evaluation to enhance the effectiveness of social work interventions and contribute to knowledge production in the field.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ They will critically assess and influence social policies, welfare programs, and governance structures to advocate for legislative reforms and rights-based approaches for marginalized communities.</li> <li>▪ Graduates will develop leadership, entrepreneurial, and management skills to design, implement, and sustain social initiatives, working collaboratively with multidisciplinary teams and stakeholders.</li> <li>▪ They will demonstrate a lifelong commitment to learning, innovation, and professional development, staying responsive to emerging global and local social challenges.</li> </ul>
<p>Master's in Social Innovation and Entrepreneurship (MA-SIE)</p>	<p><b>Program Outcomes For MASIE</b></p> <ul style="list-style-type: none"> <li>▪ Locate social problems and design social innovations</li> <li>▪ Appraise entrepreneurship approaches to develop and manage a venture project</li> <li>▪ Identify the relevance of applied economic, social, legal, financial, management and psychological sciences in innovation and entrepreneurship</li> <li>▪ Recognise different research designs and design research study on social innovations and other allied aspects related to practice of entrepreneurship</li> <li>▪ Integrate classroom learning by engagement in the field of social innovation and entrepreneurship through immersion, internships, and projects</li> <li>▪ Recognise various functions and concerns such as ethical, legal, HRM, financial management, operations management, marketing, risk assessment and supply chain management in the context of social venture</li> <li>▪ Manage or co-create as specialist in social enterprises (such as SHGs, MFIs, Cooperatives, producer companies, etc) or in sustainable business domains (such as CSR, Ethical Supply Chain Management, Circular Economy/ Sustainability Practice, etc)</li> <li>▪ Select appropriate oral and written communication strategies for effective research and documentation</li> <li>▪ Apply reflection, critical thinking, participation and collaboration skills in field immersion, internship, and startup project initiatives</li> </ul>

During the Student Induction Programme the subject, curriculum, and course overview are all thoroughly explained to the students. To assist students in selecting their courses, the subject teacher introduces the subject to the class, especially for elective subjects. Furthermore, the teacher shares the knowledge with the students upon entering the classroom. Students receive the curriculum electronically, and for their convenience, it is also available online.

## INTRODUCING OBE



IQAC has organized multiple FDPs to strengthen faculty competencies in various domains. Below is a timeline of key FDPs conducted?

### Workshop's/ Sessions organized by the IQAC cell Faculty Development Programs (FDPs)

Date	Workshop Title	Presenter(s)
June 24, 2024	Curriculum Planning, Submission of Lesson Plan, and Internal Assessment Pattern: Discussion on Mapping Curriculum Outcome	IQAC Core Team
July 15, 2024	An Introduction to Outcome-Based Education, Curriculum Planning, and Development	Prof. (Dr.) M. A. Ansari, Bombay Teachers' Training College
July 15, 2024	Continuous Assessment and Evaluation Methods in Teaching and Learning Process: Formative and Summative Assessment Techniques	Dr. Raju Talreja, Bombay Teachers' Training College
July 22, 2024	Framing Questions at Variant Levels of Bloom's Taxonomy	Dr. Madhavi Dharankar, Department of Education, SNDT University
July 29, 2024	Differentiated Instruction to Meet the Needs of Diverse Learners: Incorporating Active Learning Techniques	Dr. Neelu Verma & Farrah Z. Kerawalla, Bombay Teachers' Training College
August 5, 2024	Outcome-Based Education: COs, POs, and PSOs Automation Process	Splashgain Technologies Project Team
August 16, 2024	An Effective Teacher in Changing Times (Organized in Collaboration with Christ University, Lavasa)	Prof. Dr. Jibrael Jos, Christ University Lavasa
October 14, 2024	Session on OBE Mapping Process for the IQAC Team and Admin Staff	Splashgain Technologies Project Team

November 18, 2024	Workshop on OBE for the Faculty Team on the Mapping Process	Splashgain Technologies Project Team
November 21-22, 2024	Building an Ethical Foundation for a Positive Work Culture (Organized in Collaboration with Christ University, Lavasa)	Prof. Dr. Jibrael Jos, Christ University Lavasa
January 6, 2025	Session on Designing Question Papers Based on the Requisites of OBE	Examination Unit
January 10, 2025	Session on Indirect Assessments in OBE	Anchored by Splashgain Technologies
March 3, 2025	OBE: Understanding the Course Review Report	Studium Tech

### **Session on Curriculum Planning by the IQAC Cell**

June 24, 2024	Curriculum Planning, Submission of Lesson Plan and Internal Assessment Pattern: Discussion on Mapping Curriculum Outcome	IQAC Core Team
---------------	--	----------------

On June 24, 2024, a comprehensive discussion was held on curriculum planning, lesson plan submission, and the internal assessment pattern, facilitated by the IQAC Core Team. The session focused on aligning these academic components with the institution's Outcome-Based Education (OBE) framework. Faculty members engaged in discussions on mapping curriculum outcomes effectively to ensure coherence between course objectives, teaching methodologies, and assessment strategies. The session also emphasized the importance of structured lesson planning and the integration of internal assessments to measure student learning outcomes. This initiative aimed to enhance academic planning, streamline evaluation processes, and ensure a more outcome-driven approach to curriculum delivery.

## Sessions on Outcome Based Education



An Introduction to Outcome-Based Education, Curriculum Planning, and Development



Continuous Assessment and Evaluation Methods in Teaching and Learning Process: Formative and Summative Assessment Techniques

### Sessions on OBE, Lesson Planning, and Assessment Plans:

To ensure the effective implementation of structured teaching and learning methodologies, IQAC conducted specialized sessions on:

#### 1. Outcome-Based Education (OBE) Framework

- Understanding program and course outcomes.
- Mapping learning outcomes with Bloom's Taxonomy.
- Designing OBE-aligned assessments and rubrics.

#### 2. Lesson Planning Strategies

- Development of structured and effective lesson plans.
- Integration of student-centric teaching methods.
- Aligning lesson plans with course objectives and institutional goals.

#### 3. Assessment and Evaluation Planning

- Designing valid and reliable assessment tools.
- Implementing formative and summative assessments.
- Developing rubrics for objective evaluation.



August 5, 2024	Outcome-Based Education: COs, POs, and PSOs Automation Process	Splashgain Technologies Project Team
October 14, 2024	Session on OBE Mapping Process for the IQAC Team and Admin Staff	Splashgain Technologies Project Team
November 18, 2024	Workshop on OBE for the Faculty Team on the Mapping Process	Splashgain Technologies Project Team
January 6, 2025	Session on Designing Question Papers Based on the Requisites of OBE	Examination Unit
January 10, 2025	Session on Indirect Assessments in OBE	Anchored by Splashgain Technologies
March 3, 2025	OBE: Understanding the Course Review Report	Studium Tech

A series of structured sessions on Outcome-Based Education (OBE) were conducted to enhance institutional understanding and implementation of OBE principles. The initiative commenced on August 5, 2024, with an introductory session on the automation of Course Outcomes (COs), Program Outcomes (POs), and Program-Specific Outcomes (PSOs), facilitated by the Splashgain Technologies Project Team. This was followed by a session on October 14, 2024, designed for the IQAC team and administrative staff focusing on the OBE mapping process. On November 18, 2024, faculty members participated in a workshop that provided in-depth training on mapping OBE components effectively. The Examination Unit conducted a session on January 6, emphasizing the design of question papers aligned with OBE requisites. On January 10, Splashgain Technologies led a session on indirect assessments in OBE, highlighting methods to gather student feedback and evaluate learning impact. The final session was held on March 3, 2025, by Studium Tech, providing insights into the Course Review Report to support continuous improvement in curriculum delivery and assessment.

The screenshot shows a presentation slide with a table titled 'Introduction to Psychology (1)'. The table has columns for 'Sr Assessment No', 'Assessment Type', 'Total Marks', 'Avg Marks', 'Threshold in %', and 'No. of Students Scoring' (with sub-columns for 0%, 25%, 50%, 75%, 100%, 125%, 150%, 175%, 200%). The 'Total Students Above Threshold' column is also present.

Sr Assessment No	Assessment Type	Total Marks	Avg Marks	Threshold in %	No. of Students Scoring										Total Students Above Threshold
					0	25%	50%	75%	100%	125%	150%	175%	200%		
1	External Exam- OBE 1-20-25	30	26.35	55	0	0	1	5	5	7	1	0	18	0	33
2	Unit 1	33	7.22	55	1	1	4	3	4	0	0	0	20	4	42
3	Unit 2	33	9.26	55	0	0	0	0	0	1	1	4	33	30	30
4	Unit 3	33	6.86	55	3	3	2	4	6	1	2	7	9	24	27
5	Assignment	33	8.47	88	1	0	0	0	0	0	0	3	30	30	30
6	Internal Assessment Overall	20	16.14	55	0	1	0	1	0	0	3	14	15	18	18

These sessions collectively strengthened the institution's commitment to OBE by integrating automation, assessment strategies, and data-driven course reviews.

### **Maintaining Curriculum and Lesson Plan**

The IQAC Cell facilitated the submission of unit-wise lesson plans and assessment plans to ensure structured curriculum implementation and effective evaluation processes. This initiative aimed to align teaching methodologies with course outcomes while maintaining consistency in instructional planning across departments. Faculty members were guided on designing comprehensive lesson plans that integrated learning objectives, instructional strategies, and assessment methods. The assessment plans were structured to include formative and summative evaluations, ensuring a balanced approach to measuring student learning.

### **Course report on CO PO Mapping**

A detailed course report on CO-PO mapping and the calculation of attainment scores was prepared to evaluate the effectiveness of Outcome-Based Education (OBE) implementation. This process was an automated process with some manual data entry. The process involved systematically mapping Course Outcomes (COs) with Program Outcomes (POs) and assessing student performance to determine attainment levels. After the reports were generated, an orientation session was conducted to familiarize course teachers with the methodology, interpretation of scores, and strategies for improvement. The reports were then shared with faculty members to facilitate data-driven decision-making in curriculum enhancement. An OBE manual was developed to serve as a comprehensive guide, outlining the framework, assessment processes, and best practices for implementing OBE effectively. This initiative aimed to strengthen the institution's commitment to outcome-based teaching and continuous quality improvement

### **Students Satisfaction Survey**

#### **Student Satisfaction Survey (AY 2023-24 & AY 2024-25):**

The Student Satisfaction Survey was duly conducted as per institutional and AQAR/NAAC guidelines for both academic years 2023-24 and 2024-25 to assess students' perceptions of

---

teaching-learning, evaluation, infrastructure, and support services. The survey results are duly uploaded on the College website. The data has been used to inform quality improvement actions for the subsequent academic sessions.

#### Links for Relevant Data

**Student Satisfaction Survey Report – Academic Year 2023–24 (PDF)**  
<https://cswnn.edu.in/sites/default/files/users/user23/Students%20Satisfaction%20Survey%20Academic%20Year%202023%202024%20AQAR.pdf>

Academic Year 2024 2025 <https://cswnn.edu.in/SSS-Report>

✦ **Annual Report** can be accessed: <https://cswnn.edu.in/annual-report>

---



**ACADEMIC AUDIT  
REPORT  
CRITERION 1II**

---

**CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION**  
**ACADEMIC YEAR 2024- 2026**

The College of Social Work (Autonomous), Nirmala Niketan, demonstrates a strong commitment to promoting research, innovation, and community engagement through structured policies, active research bodies, and extension initiatives.

Under Research Promotion and Facilities, the institution maintains an active Research and Development Cell equipped with essential infrastructure, software, and plagiarism detection tools to ensure research quality and ethics. Faculty and students receive continuous training through workshops and seminars to strengthen research competence. While seed money is not provided directly, faculty are supported and encouraged to obtain external funding from agencies such as RUSA and ICSSR.

In the area of Resource Mobilization, the College secured ₹19.16 lakhs in research grants during 2024–25, supporting nine funded research projects across diverse social issues. No grants were received in 2025–26, reflecting a temporary funding gap rather than reduced engagement.

The Innovation Ecosystem is consistently strengthened through MASIE Nirmiti Centre, entrepreneurship programs, incubation support, exposure visits, and business pitch events. A total of 117 research, entrepreneurship, and skill-based workshops were conducted during the assessment period.

Through Extension Activities, students engaged with over 60+ fieldwork agencies annually, addressing issues of marginalization, health, gender, youth development, and community empowerment. Flagship Field Action Projects — Spandan, Pravas, and AYDC — expanded outreach in tribal development, healthy ageing, and youth leadership.

Under Collaboration, the College maintained strong partnerships with NGOs, government bodies, research institutions, and international universities, ensuring academic exchange, research opportunities, and field engagement. Overall, the institution integrates research, innovation, and extension effectively to advance social development and professional social work education. A detailed overview based on the Key indicators is presented in the succeeding

---

sections

### **3.1 Promotion of Research and Facilities**

#### **Metric 3.1.1**

**The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented.**

The Institution aims to provide all the facilities that are required to support research activities on campus. The College has a well-equipped Research and Development Cell with facilities that includes essential software, computers, etc. The Research and Development Cell conducts independent as well as commissioned research studies funded by varied parties such as government, non-government, and corporate organizations. The findings contribute in developing field-based interventions, designing policies, and advocacy. It provides training in research methodology; and contributes immensely to social work education. The College also has a well-established Research Committee to plan the students' research projects. It closely monitors and contributes to the development and enhancement of research rigor among students by periodically conducting research related workshops, and seminars. Furthermore, College has a well-equipped library which provides faculty and students with sufficient journals and electronic resources to support their research endeavors. The College library is also equipped with software detecting plagiarism. The students' research projects and assignments are examined for plagiarism using software to make sure that ethical procedures are practiced in research and academic pursuits.

#### **Metric 3.1.2**

The institution does not provide seed money to teachers for research. However, it promotes faculty research through capacity-building programmes, training in research methodology, proposal development, and academic writing. Faculty members are encouraged to apply for funding from external agencies such as RUSA and ICSSR under minor and major research projects.

---

## **Key Indicator – 3.2 Resource Mobilization for Research**

### **Metric 3.2.1 – Grants Received**

**In the year 2024-25: 1916290/- (Rupees Nineteen Lakhs Sixteen Thousand Two Hundred and Ninety.**

This consisted grants from two major sources as below: Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs) – Rs. 230690 (Rupees Two Lakhs Thirty Thousand Six Hundred and Ninety Only).

Grants for research projects sponsored by the government agencies during the year (INR in Lakhs) – Rs. 1685600/- (Rupees Sixteen Lakhs Eighty-Five Thousand Six Hundred Only.)

**Total Grants Received (2024–25): ₹19,16,290**

- **Government Grants:** ₹16,85,600
- **Non-Government Grants:** ₹2,30,690

**2025–26:** No research grants were received.

<b>Year</b>	<b>Number of Projects</b>
2024–25	9
2025–26	0

### Metric 3.2.2 – Research Projects

#### Details of Research Projects (2024–25)

Title	Principal Investigator	Funding Agency	Type	Funds (₹)	Duration
Exploring Farmers & Artisans Market Dynamics	Dr. Anita Machado	RUSA	Govt	1,00,000	3 months
Mobile Addiction among Tribal Youth	Dr. Kalyani Talvalkar	RUSA	Govt	62,500	3 months
Malnutrition among Adivasi Children	Dr. Saman Afroz	RUSA	Govt	80,750	3 months
Multidimensional Poverty – Deonar Slums	Dr. Sameer Mohite	RUSA	Govt	80,000	3 months
Social Support & Self-Esteem among Women in Slums	Ms. Pallavi V. Xalxo	RUSA	Govt	80,000	3 months
Communication Skills of Social Workers with Children	Dr. Renu Shah	RUSA	Govt	78,750	3 months
Mental Well-Being of Older Persons	Dr. Smita Bammidi	RUSA	Govt	23,600	3 months
Citizen Satisfaction in Urban Public Services (WASH)	Dr. Ronald Yesudhas	RUSA	Govt	11,80,000	1 year
Feasibility Study – Walvanda Educational Institutions	Dr. Lidwin Dias	Boaso Samajik Vikas Sanstha	Non-Govt	2,30,690	12 weeks

### Key Indicator – 3.3 Innovation Ecosystem

#### Metric 3.3.1

The institution has created a vibrant innovation ecosystem through **MASIE** and the **Nirmiti Center for Social Innovation & Entrepreneurship Skills Hub**, offering mentoring, incubation, and entrepreneurial guidance.

**Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**

## **MASIE**

**Nirmiti Center for Social Innovation and Entrepreneurship Skills Hub** anchor the innovation ecosystem and offers academic programs and creates an innovation/ incubation ecosystem where the students, or alumni immediately after graduation, get guidance, mentoring, physical space, and a network for funding and value-based collaboration.

**The Entrepreneurship Development Programme (EDP) on Circular Economy** was organized by the Department of Social Innovation and Entrepreneurship from the 22nd of July to 30th August, 2024 (every Monday and Tuesday), at the Bahai Faith Centre. This programme aimed to equip participants with sustainable business skills and also enable them to ideate and plan for possible circular business initiatives. Sponsored by RUSA Maharashtra, it featured expert sessions, exposure visits, and hands-on learning. Twenty-five participants were introduced to the concepts of Circular Economy and they explored various waste management techniques through an exposure visit. The other topics included funding opportunities, stakeholder engagement, and government regulations along with interactive sessions that covered design thinking, leadership, and marketing strategies, fostering innovation and networking.

On the 7th August, 2024, 20 students from MA-SIE accompanied by Mr. Yadnesh Kadam, participated in the **CSR Conclave** organized by Mira Bhayandar Municipal Corporation at Natya Gruha Auditorium, Mira Road East, Mumbai from 10am to 4pm. The event was organized by NITI Ayog along with various stakeholders from Maharashtra State Innovation Society

**Business Pitch Competition** was held on the 21st September, 2024 at the Bahai Faith Centre. Seven students from College of Social Work and College of Home Science participated and made a pitch for their Idea and the Start Up Concept showcasing how their product or service would answer social issues. Mr. Andre Charan and Mr. Shakti Yadav (Judges) pronounced the winner Ms. Mittal Kamble who presented her products which are healthy, air fried snacks with

---

an authentic twist of adding spices from her native place.

**The Idea Hackathon** held on the 21st September, 2024 at the Bahai Centre had 12 students who presented their solutions for Road Safety given the increase in the number of road accidents. Ms. Pallavi Patil from CSWNN won the prize money for her innovative thinking and problem-solving skills to come up with a unique response to addressing this issue.

The MA-SIE senior students from Batch 2 along with two academic staff – Mr. Yadnesh and Ms. Fatema participated in "**Ripples of Change**," an event marking the incredible 30-year journey of the Watershed Organisation Trust (WOTR). WOTR showcased their achievements which included the transformation of barren landscapes into thriving ecosystems, reaching 7.92 million people across 10 states and 7,255 villages.

**Exposure Visit to Apna Bazar Multi-State Consumer Cooperative Society** was organized on the 11th February, 2025, with students where they gained insights into the Cooperative's 76-year journey, its structure, commitment to ethical business practices and their current status of function and sustainability plans. Similarly, another **exposure Visit to Lijjat Papad Home Business Cooperative** was organized on the 13th Feb, 2025 for the students. An exposure visit was also organized to RiiDL (Research. Innovation. Incubation. Design. Laboratories) at Somaiya College Campus on 25<sup>th</sup> February, 2025.

**Annual Meeting of Start-Up Founders of College of Social Work** was organized by the Pre-Incubation Unit on 4th February 2024. Four College startups founders along with the faculty team of the MA (SIE) program attended the event in a hybrid mode from 4.00pm to 6.30pm. Dr. Virochan Raote shared about the handholding support to those registered as Incubates to take initial steps of registration and validation of their idea through discussion on their business plan and providing those mentors and guidance.

**The Research and Development Cell (RDC)** of the College has been conducting research studies on social issues, evaluation of projects, and exploration of emerging social realities since 1993. It functions in line with the overall vision of the College of Social Work and its commitment to alleviating human suffering and promoting social development through field research for more than 25 Years. Perspectives in Social Work (print only) is a research journal

---

managed by the Research and Development Cell of the College. This journal is published by the College of Social Work. The ISSN of this journal is 0974-5114. It is a great pride that our journal is approved by the UGC Care Consortium under Group- I Journals in Social Sciences.

### **Major Initiatives**

- **Entrepreneurship Development Programme on Circular Economy** (July–Aug 2024, RUSA-supported, 25 participants)
- Participation in **CSR Conclave** (20 students)
- **Business Pitch Competition** (7 participants)
- **Idea Hackathon – Road Safety** (12 participants)
- Exposure Visits: Apna Bazar, Lijjat Papad, RiIDL Somaiya
- **Start-Up Founders Meet**
- Publication of UGC CARE journal **“Perspectives in Social Work”** (ISSN 0974-5114)

### **Metric 3.3.2**

#### **Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship, and Skill Development during the years 2024-25 and 2025-26**

A number of workshops were conducted on research topics, entrepreneurship and skill development with different stakeholders and by different committees in the College of Social Work (Autonomous), Nirmala Niketan. **In total 117 workshops were conducted during the years 2024-26.** The details of these workshops are given in the tables below.

### **Date of establishment of IPR cell**

### **Start-ups and Patents**

In the year 2024-25, Anubhav Youth Development Center was invited to organize a three-day rural camp to **‘TIERRA PROJECT’** Khargaon, Roha from 27th December to 29th December, 2024. The project was initiated by M. Bridjit Viji, in collaboration with ‘Snehavardhani Charitable Trust’, Roha. Ms Brijit is currently enrolled at the Master of Arts in Social Innovation offered at the College of Social Work.

---

## **Farmer's Market**

The second Farmers' Market was organized by Spandan and the College of Social Work, Nirmala Niketan, on 20th December 2024 for the community members from Dahanu and Talasari. The event saw participation from 14 community members and 12 members from GCC Karajgaon, including Sahyogi members and Para Legal Volunteer members of Spandan.

## **Entrepreneurial Exhibition / Innovation & Entrepreneurship Promotion**

### **JUNOON 2024-25**

Rotaract club of College of Social Work Nirmala Niketan organised an entrepreneurial exhibition 'JUNOON' on 9th January 2025. The major objectives of the exhibition were to provide an opportunity to the small business enterprises to showcase their products in a public forum. There was a footfall of more than 500 people who had visited the exhibition on the day of the event.

### **JUNOON 2025-26**

An entrepreneurial exhibition cum sale 'JUNOON 2.0' was organized by Rotaract Club of the College of Social Work, Nirmala Niketan under Institution's Innovation Council (IIC). JUNOON 2.0 was organized on 17<sup>th</sup> December 2025 with the objective of promoting entrepreneurship, supporting local businesses, fostering innovation, and providing students with experiential learning opportunities in entrepreneurship and event management. The event witnessed a significant footfall of 1,091 participants, indicating increased reach and impact compared to previous year. JUNOON 2.0 successfully created a vibrant ecosystem for networking, collaboration, and community engagement.

---

**Table: Research Workshops Organized by Research and Term Paper Committee for MSW I and MSW II Students for the Period 2024-26**

<b>Year</b>	<b>Name of the workshop/ seminar</b>	<b>Number of Participants</b>	<b>Date From – To</b>
2024-25	Academic Writing	57	18 <sup>th</sup> June, 2024
2024-25	Research Poster and PPT Presentation for Avishkar (Research Competition)	33	19 <sup>th</sup> June, 2024
2024-25	Organization of Term Paper	24	19 <sup>th</sup> June, 2024
2024-25	Online Referencing	57	19 <sup>th</sup> June, 2024
2024-25	Introduction to SPSS & Data Entry in MS-Excel	33	22 <sup>nd</sup> – 23 <sup>rd</sup> July, 2024
2024-25	Literature review & Thematic Analysis	24	22 <sup>nd</sup> – 23 <sup>rd</sup> July, 2024
2024-25	Data Interpretation & Advanced Statistics	33	13 <sup>th</sup> August, 2024
2024-25	Writing Conclusion & Implications for Social Work Practice in Term Paper	24	13 <sup>th</sup> August, 2024
2024-25	Writing Discussion Chapter in Research Report & Research Poster	33	12 <sup>th</sup> September, 2024
2024-25	Putting together Entire Term Paper	24	12 <sup>th</sup> September, 2024
2024-25	Jignyasa – Research Colloquium	70	24 <sup>th</sup> February, 2025
2025-26	Preparing a Data Analysis Plan	60	18 <sup>th</sup> December, 2025
2025-26	Presentation of Data & Statistical Tests for Hypothesis Testing	60	19 <sup>th</sup> December 2025
<b>Total = 13</b>			

**Table: Research Workshops Organized by Research and Development Cell**

<b>Year</b>	<b>Name of the Workshop / Seminar</b>	<b>Number of Participants</b>	<b>Date From – To</b>
2024-25	Publishing Articles in SCOPUS Database	50	29 <sup>th</sup> – 30 <sup>th</sup> April, 2024
2024-25	Introduction to Research Methodology: Epistemology, Problem Statement, Literature Review & Ethics	40	24 <sup>th</sup> August, 2024
2024-25	Research Designs in Quantitative, Qualitative and Mixed Methods Research	40	25 <sup>th</sup> August, 2024
2024-25	Sampling in Research: Methods & Techniques	40	26 <sup>th</sup> August, 2024
2024-25	Quantitative and Qualitative Data Collection Methods	40	27 <sup>th</sup> August, 2024
2024-25	Data Analysis in Quantitative, Qualitative & Mixed Methods Research	40	28 <sup>th</sup> August, 2024
2024-25	Writing a Research Paper & Publication Ethics	40	29 <sup>th</sup> August, 2024
2024-25	Writing a Research Proposal	40	30 <sup>th</sup> August, 2024
2024-25	Online Workshop in Marathi on 'Quantitative Research Methodology	138	2 <sup>nd</sup> – 6 <sup>th</sup> September, 2024
2025-26	Qualitative Analysis with NVivo	16	27 <sup>th</sup> – 29 <sup>th</sup> November, 2025
2025-26	Offline Workshop on SPSS	60	3 <sup>rd</sup> December, 2025
2025-26	Online Workshop on SPSS	69	5 <sup>th</sup> -6 <sup>th</sup> December, 2025
<b>Total = 12</b>			

**Table: Skill Development Workshops Organized by the College in 2024-26**

<b>Year</b>	<b>Name of the Workshop / Seminar</b>	<b>Number of Participants</b>	<b>Date From – To</b>
2024-25	A workshop on 'Effective Management Strategies in Different Stages of Dementia' organized by the Alumni Association of Senior Citizens Course in collaboration with Team Dementia India Alliance Course at the Extension Centre of the College, Goregaon ;	25	
2024-25	Workshop on 'Team Building' as a part of SIP organized by Fieldwork Committee with MSW I students	60	2nd July, 2024
2024-25	Session on 'Universal Code of Ethics and Its Relevance to Self' as a part of SIP organized by Fieldwork Committee with MSW I students	60	3rd July, 2024
2024-25	Session on 'Protection of Human Rights: Role of Social Work Practitioners' as a part of SIP organized by Fieldwork Committee with MSW I students	60	3rd July, 2024
2024-25	Session on 'From Preamble to Practice: Implementing the Constitution in Everyday Life' as a part of SIP organized by Fieldwork Committee with MSW I students	60	3rd July, 2024
2024-25	Workshop on 'Social Work Tools and Techniques' as a part of SIP organized by Fieldwork Committee with MSW I students	60	5th July, 2024
2024-25	Workshop on 'Participatory Rural Appraisal: Tools, Techniques and Relevance' as a part of SIP organized by Fieldwork Committee with MSW I students	60	5th July, 2024
2024-25	Session on 'Resilience and Hope: Role of Helping Professionals' as a part of SIP organized by Fieldwork Committee with MSW I students	60	6th July, 2024
2024-25	Session on 'Ethical Conduct in Social Work Practice' as a part of SIP organized by Fieldwork Committee with MSW I students	60	8th July, 2024
2024-25	Session on 'Report Writing in Fieldwork' as a part of SIP organized by Fieldwork Committee with MSW I students	60	9th July, 2024

<b>Year</b>	<b>Name of the Workshop / Seminar</b>	<b>Number of Participants</b>	<b>Date From – To</b>
2024-25	Workshop on ‘Team Building’ as a part of SIP organized by Fieldwork Committee with BSW I students	55	11th July, 2024
2024-25	Workshop on ‘Fact-Finding Techniques and Skills’ as a part of SIP organized by Fieldwork Committee with BSW I students	55	12th July, 2024
2024-25	Workshop on ‘Social Resource Mapping’ as a part of SIP organized by Fieldwork Committee with BSW I students	55	12th July, 2024
2024-25	Workshop on ‘The Art of Story Telling through Puppetry’ as a part of SIP organized by Fieldwork Committee with BSW I students	55	14th July, 2024
2024-25	A session on ‘Health Living: Benefits of Yoga, Meditation and Nutrition’ as a part of SIP organized by Fieldwork Committee with BSW I students	55	14th July, 2024
2024-25	Workshop on ‘Malnutrition: Causes, Types, Assessment, Screening & Intervention’ as a part of SIP organized by Fieldwork Committee with BSW I students	55	19th July, 2024
2024-25	A session on ‘Presentation Skills’ as a part of SIP organized by Fieldwork Committee with BSW I students	55	19th July, 2024
2024-25	Workshop on ‘Creative Interventions through Puppets’ as a part of SIP organized by Fieldwork Committee with BSW I students	55	20th July, 2024
2024-25	Workshop on ‘Teaching Aids’ as a part of SIP organized by Fieldwork Committee with BSW I students	55	25th July, 2024
2024-25	A session on ‘Constitutional Values’ as a part of SIP organized by Fieldwork Committee with BSW I students	55	26th July, 2024
2024-25	Workshop on ‘Street Theatre’ as a part of SIP organized by Fieldwork Committee with BSW I students	55	26th July, 2024

<b>Year</b>	<b>Name of the Workshop / Seminar</b>	<b>Number of Participants</b>	<b>Date From – To</b>
2024-25	Workshop on ‘Role of Social Workers in Community-based Interventions’ as a part of SIP organized by Fieldwork Committee with BSW I students	55	27th July, 2024
2024-25	A session on Cyber Crime was organized by the Alumni Association of Senior Citizens Course.	25	_____
2024-25	Relevance of Using Puppets while Working in Therapeutic Groups for MSW II students	60	18 <sup>th</sup> July, 2024
2024-25	Visual Thinking & Developing Posters for MSW II students	60	25 <sup>th</sup> July, 2024
2024-25	Workshop on ‘Street Play’ for MSW II students	60	1 <sup>st</sup> August, 2024
2024-25	Workshop on Eclectic Approach to Counselling	60	14 <sup>th</sup> , 21 <sup>st</sup> July 2024
2024-25	Workshop on POSH for all classes	300	8 <sup>th</sup> -29 <sup>th</sup> August, 2024
2024-25	Awareness Session on ‘Violence Against Women and Standing Against Rape Culture’ by WDC	300	21 <sup>st</sup> August, 2024
2024-25	Intercollegiate Seminar with undergraduate students across Mumbai “‘KNOW YOUR RIGHTS, KYA AAPKO PATA HAI?’”	50	28 <sup>th</sup> September, 2024
2024-25	Three workshops related to job readiness and soft skills organized by Job Placement Cell	100 (BSW III and MSW II students)	_____
2024-25	Workshop on ‘Emotional Intelligence’ was organized by the Counselling Cell of the College	50 (BSW I students)	_____
2024-25	Workshop on ‘Mental Health Screening’ conducted by Dr. Harish Shetty organized by the Counselling Cell of the College	300 students	_____
2024-25	Workshop on ‘Body Mapping’ for BSW students facilitated by Ms. Irene Tayshete, organized by Equal Opportunity Cell	150	21 <sup>st</sup> September, 2024
2024-25	A session on ‘CV Writing and Interview Skills’ conducted by Mr. Damodar, Programme Head at Sneha Foundation organized by Equal Opportunity Cell	_____	7 <sup>th</sup> October, 2024

<b>Year</b>	<b>Name of the Workshop / Seminar</b>	<b>Number of Participants</b>	<b>Date From – To</b>
2024-25	Workshop on ‘Street Play’ organized by Equal Opportunity Cell	43	11th December, 2024
2024-25	Workshop on ‘Awareness Songs’ organized by Equal Opportunity Cell	43	12th December, 2024
2024-25	Training on ‘Soft Skills’ organized by Equal Opportunity Cell	19	16th December, 2024
2024-25	A session on ‘Scholarship Opportunities’ by Chetan Wagh, Co-Founder of the Navnirman Savitri Phule Foundation, organized by Equal Opportunity Cell.	_____	17th December, 2024
2024-25	Workshop on ‘Peace, Harmony and Heritage: Exploring Cultural Diversity in Mumbai’ and on ‘Strategies Adopted for Peace Building by the World Leaders	60	_____ January, 2025
2024-25	Workshop on ‘Capacity Building’ by AYDC	82	17 <sup>th</sup> August, 2024
2024-25	Workshop on Gender Dimension of Health Care & Advocacy in Health Care for students of MSW I & MSW II	118	27 <sup>th</sup> August, 2024
2024-25	Workshop on ‘Family-Centred Intervention with MSW I students	60	23 <sup>rd</sup> September, 2024
2024-25	Workshop on ‘Capacity Building’ with students of 6 Colleges in Mumbai organized by AYDC	82	17 <sup>th</sup> August, 2024
2024-25	Three Street Play Workshops organized by AYDC with the students of various Colleges on various social issues	215 (total of all three workshops together)	29 <sup>th</sup> August, 2024 4 <sup>th</sup> September, 2024 16 <sup>th</sup> December, 2024
2024-25	Workshop on ‘Leadership Skills and Team Work’ conducted by AYDC in three Colleges.	199 (total of all three workshops together)	30 <sup>th</sup> July, 2024 16 <sup>th</sup> December, 2024 12 <sup>th</sup> February, 2025

<b>Year</b>	<b>Name of the Workshop / Seminar</b>	<b>Number of Participants</b>	<b>Date From – To</b>
2024-25	Four workshops on 'Career Guidance' by AYDC with the youth from Colleges	258 (total of all four workshops together)	20 <sup>th</sup> September, 2024 29 <sup>th</sup> September, 2024 4 <sup>th</sup> January, 2025 14 <sup>th</sup> January, 2025
2024-25	Seven sessions on 'Life Skills' by AYDC in collaboration with Healing Dove Foundation	23	Every Sunday from June-August 2024
2025-26	NEP Workshop as a part of SIP organized by Orientation Committee with MSW I students	60	7 <sup>th</sup> July, 2025
2025-26	Session on 'Ethics & Values in Social Work' as a part of SIP organized by Orientation Committee with MSW I students	60	8 <sup>th</sup> July, 2025
2025-26	Workshop on 'Working with Groups-Street Theatre & Awareness Songs' as a part of SIP organized by Orientation Committee with MSW I students	60	9 <sup>th</sup> July, 2025
2025-26	Session on 'Team Building' as a part of SIP organized by Orientation Committee with MSW I students	60	11 <sup>th</sup> July, 2025
2025-26	Workshop on 'Concepts of Community Engagement' with MASIE students	15	30 <sup>th</sup> September, 2025
2025-26	A series of 6 workshops on 'Job Readiness' with MSW II students organized by Job Placement Cell	58	9 <sup>th</sup> to 13 <sup>th</sup> December, 2025
2025-26	Workshop by AYDC with College students on 'Artificial Intelligence'	30	18 <sup>th</sup> May, 2025
2025-26	Session by AYDC with College students on 'Mental Health'	20	25 <sup>th</sup> May, 2025
2025-26	Workshop by AYDC with G. D. Jalan College students on 'Street Play'	18	26 <sup>th</sup> – 27 <sup>th</sup> June, 2025
2025-26	Workshop by AYDC with College students on 'Music'	31	29 <sup>th</sup> June, 2025
2025-26	Session by AYDC with Shailendra Jr. College students on 'Environmental Justice'	107	11 <sup>th</sup> July, 2025

<b>Year</b>	<b>Name of the Workshop / Seminar</b>	<b>Number of Participants</b>	<b>Date From – To</b>
2025-26	Workshop by AYDC with Shailendra Degree College students on 'Street Play & Clay Therapy'	49	18 <sup>th</sup> July, 2025
2025-26	Session by AYDC with Dalmiya College students on 'Mental Wellbeing'	75	12 <sup>th</sup> August, 2025
2025-26	Training by AYDC with Dalmiya College students on 'Street Play on Road Safety'	15	13 <sup>th</sup> August, 2025
2025-26	Workshop by AYDC with DTSS College students on 'Street Play'	80	25 <sup>th</sup> August, 2025
2025-26	Session by AYDC with Shailendra Jr. College students on 'Democracy and Secularism'	68	10 <sup>th</sup> September, 2025
2025-26	Intercollegiate Capacity Building Training by AYDC with College students	101	13 <sup>th</sup> September, 2025
2025-26	Street Play training by AYDC with KES College students	28	16 <sup>th</sup> September, 2025
2025-26	Session by AYDC with J. M. Patel College students on 'Democracy and Secularism'	59	19 <sup>th</sup> September, 2025
2025-26	Session by AYDC with G. D. Jalan College students on 'Honesty & Integrity'	71	24 <sup>th</sup> September, 2025
2025-26	Session by AYDC at DTSS College Camp on 'Cyber Crime & E-Waste'	49	9 <sup>th</sup> November, 2025
2025-26	Session by AYDC with College students on 'Cyber Crime & E-Waste'	17	9 <sup>th</sup> November, 2025
2025-26	Session by AYDC with Shailendra Degree College students on 'Cyber Crime & E-Waste'	65	15 <sup>th</sup> November, 2025
2025-26	Session by AYDC with N. K. College students on 'Cyber Crime & E-Waste Management'	40	18 <sup>th</sup> November, 2025
2025-26	Session by AYDC with NNYDC Sports Club youth on 'Cyber Crime & E-Waste'	14	14 <sup>th</sup> December, 2025
2025-26	Session by AYDC with Dalmiya College NSS students on 'Leadership'	89	6 <sup>th</sup> January, 2025
2025-26	Session by AYDC with G. D. Jalan College students on 'Leadership'	43	12 <sup>th</sup> January, 2025
2025-26	Session by AYDC with Shailendra Degree College students on 'Democracy and Secularism'	70	20 <sup>th</sup> January, 2026
<b>Total = 76</b>			

**Table: Entrepreneurship Related Workshops Organized by the College during the period of 2024-26**

<b>Year</b>	<b>Name of the Workshop / Seminar</b>	<b>Number of Participants</b>	<b>Date From – To</b>
2024-25	Hands-on Training Sessions on ‘Block Printing and Sewing’ at Gyanjyoti Community College (GCC), Karasgaon, Talasari district to equip participants with practical skills in textile designing and tailoring organized by Spandan.	35	20 <sup>th</sup> July, 2024
2024-25	A three-day block printing and sewing training session organized by Spandan in collaboration with the GCC.	20	23 <sup>rd</sup> to 25 <sup>th</sup> September, 2024
2024-25	A three day workshop on ‘Marketing’ conducted by Spandan at Dhamangaon Community Centre.	28	22 <sup>nd</sup> January, 2025
2024-25	Five workshsops on ‘Candle and Agarbatti Production, Packaging and Marketing’ (with a stipend for all trainees) organized by Pravas Jyoth in collaboration with C. B. Kora Institute of Village Industries.	—————	21st August, 2024 28th August, 2024 29th August, 2024 4th September, 2024
2024-25	Pravas organized a session on ‘Development Changes due to Ageing’ with older adults and caregivers under the initiative ‘Family Caregiver Programme’	50	25 <sup>th</sup> August, 2024

<b>Year</b>	<b>Name of the Workshop / Seminar</b>	<b>Number of Participants</b>	<b>Date From – To</b>
2024-25	Pravas organized a session on ‘Alzheimer and Dementia’ with older adults and caregivers under the initiative ‘Family Caregiver Programme’	57	1 <sup>st</sup> December, 2024
2024-25	Soap Making Training organized by Pravas Jyoth in collaboration with C. B. Kora Institute of Village Industries.	9	19th – 20th September, 2024
2024-25	A motivational session ‘Journey of a Successful Entrepreneur’ for the MASIE students by Ms. Archana Nair (an alumni of CSWNN) who has initiated two startups.	15	13th July, 2024
2024-25	Workshop on ‘Careers in Social Innovation and Entrepreneurship’ for MASIE students	15	10th July, 2024
2024-25	Workshop on ‘Entrepreneurial Skills, Attitude and Behaviour’ for MASIE students	15	11th July, 2024
2024-25	Workshop on ‘Process of Innovation and Development’ for MASIE students	15	11th July, 2024
2024-25	Workshop on ‘Achieving Problem Solution and Product Market’ for MASIE students	15	24th January, 2025
2025-26	Training session on ‘Parkinson’s Disease, Dementia, Stroke’ organised by Pravas as a part of implementation of ‘Healthy Ageing Module’	55	16 <sup>th</sup> August, 2025
2025-26	Training session on ‘Developmental Changes in Older Adults’ organised by Pravas as a part of the implementation of ‘Healthy Ageing Module’	51	24 <sup>th</sup> August, 2025
2025-26	Training session on ‘Dietary Intake for Older Adults’ organised by Pravas as a part of implementation of ‘Healthy Ageing Module’	51	31 <sup>st</sup> August, 2025
2025-26	Training session on ‘Physiotherapy’ organised by Pravas as a part of implementation of ‘Healthy Ageing Module’	51	31 <sup>st</sup> August, 2025
<b>Total = 16</b>			

## **Key Indicator – 3.4 Extension Activities**

### **Metric 3.4.1 – Community Engagement**

#### **3.4.1 Community Engagement**

Engagement with different external stakeholders including marginalized communities and extension activities are done through various platforms and strategies like Field Action Projects of the College, fieldwork of students, activities of the Rotaract Club and independent initiatives by the College and faculty members.

Supervised field placements provide students with opportunities to apply theoretical knowledge in real-world settings, develop professional skills, and integrate feedback from practitioners. Students are assigned to different Fieldwork agencies by the College, working on issues of marginalization, social exclusion, oppression and violence.

#### **2024-25**

In the year 2024-25, the students of BSW and MSW programmes were placed in **63 different fieldwork agencies** including government agencies such as Department for Women and Child Development, non-government agencies such as Child Rights and You (CRU), Pratham and CSR projects such as United Way, Decimal Foundation. **Across India, 40 organizations** [28 in Maharashtra, three in New Delhi, two each in Gujarat and Karnataka, and one each in West Bengal, Assam, Jharkhand, Chhattisgarh, Tamil Nadu. were selected for the Block Placement for the MSW II students.

Students of the short term course Post Graduate Diploma in Corporate Social Responsibility were placed in **16 organizations** to contribute to the social initiatives of these organizations through fieldwork. Students of Post Graduate Diploma in Therapeutic Counselling were placed in **4 organizations**. Students of Para Counselling course were placed in **8 organizations**. **Nine organizations** were collaborated with for the fieldwork of the students of Para-Professional course in social work.

---

## 2025-26

In the year 2025-26, the students of BSW and MSW programmes were placed in **64 different fieldwork agencies**. The students of BSW III were placed for **On the Job** training in total of **30 organizations** out of which **16 organizations** were new, i.e. agencies other than the fieldwork agencies. MSW II Placements were as per the three elective tracks mentioned in NEP Curriculum

- Health Social Work Practice (10 Org.),
- Child & Family Social Work Practice (3/4 Org) and
- Community Social Work Practice (3 Org.).

On-Job training course is a mandatory requirement at BSW Semester VI as per New education Policy, 2020 requirements

In the year 2025-26, students of the short term course Post Graduate Diploma in Corporate Social Responsibility were placed in **8 organizations** to contribute to the social initiatives of these organizations through fieldwork. Students of Post Graduate Diploma in Therapeutic Counselling were placed in **7 organizations**. **Nine organizations** were collaborated with for the fieldwork of the students of Para-Professional course in social work.

Students were engaged in interventions of these organizations working with geographical communities and segments of communities (i.e. specific target groups). The areas of these interventions included health, education, child and family centered social work practice, community development, diversity and inclusion (including disability), gender equality, urban governance, children in institutions, youth, minority communities, economic empowerment and livelihood and legal counselling/advocacy.

### 3.4.2 Extension Programmes

**Field Action Projects (FAPs):** FAPs are experimental projects that have played a major role in piloting new services through social work practice by Faculty Members, social work interns and project staff to demonstrate to the public the need for such services.

Currently, the College has three Field Action Projects: Spandan, Pravas and Anubhav Youth Development Training Centre.

---

**Saksham Pramaan:**

The Saksham Pramaan project, implemented by the Tata Institute of Social Sciences (TISS) under the Global Fund Grant (2021–2024, extended to 2025–2027), supported by the Ministry of Health and Family Welfare and the National AIDS Control Organization (NACO) in strengthening India’s HIV/AIDS response. As the Principal Recipient, NACO partners with TISS as the Sub-Recipient to conduct external evaluations of Targeted Interventions (TI) and the Link Worker Scheme (LWS) under the National AIDS Control Programme (NACP). TISS collaborates with six academic institutions as Sub-Sub Recipients (SSRs), each functioning as a Regional Institute of Capacity Building and Evaluation (RICE) to manage evaluations across six zones: Central, East, North, North-East, South, and West. The College of Social Work (Autonomous), Nirmala Niketan, Mumbai, serves as the Regional Institute of Capacity Building and Evaluation (RICE) for the West Zone, covering Goa, Karnataka, Maharashtra, and the Mumbai District, with responsibilities including independent evaluations, capacity building, coordination with SACS and NACO, and quality assurance. The activities of these projects for the year 2024-25 were as follows:

**Spandan:**

Spandan reaches out to various padas in 24 tribal villages with its various interventions. The 24 tribal villages covered in the Dahanu and Talasari blocks are 1. Dongari 2. Dhamangaon 3. Karajgoan 4. Ganjad 5. Gangangaon 6. Kavada 7. Sawroli 8. Anwir 9. Vasa 10. Udhwa 11. Uplat 12. Bapu Gaon 13. Raipur 14. Ritali 15. Ambesari 16. Zari 17. Savne 18. Ashte 19. Osarvira 20. Girgaon 21. Sarsi 22. Vadoli 23. Jamshet and 24. Talasari. The various projects of Spandan are

- Sakhi: Interventions with women through Anganwadi Centres and existing Self Help Groups
  - Kishordhara: Spandans' intervention with school-going adolescents.
  - Unnati: The project was initiated to provide alternate livelihood options for the community youth and families by providing training in different skills implemented and conducted at Gyan Jyothi community College, Karajgaon
  - Satwaahar: The program focuses on ensuring continued learning and practice of setting up eco-friendly projects with emphasis on setting up Kitchen gardens to improve the families’ food and dietary conditions.
  - Sahyogi: The program on Providing Rehabilitation Services for Persons with Disabilities.
-

## **Saki**

1. Under Saki, sessions on low-cost nutritious food demonstrations were conducted in five different Anganwadis, where low-cost foods such as sprouted bhel, beetroot laddu, and Jaswant tonic were demonstrated for lactating and pregnant mothers through the *Anganwadi* centres.
2. Spandan conducted sessions on various topics in 17 different Anganwadis for pregnant, lactating, and other women. The topics were selected based on the needs of the women and included stress management, health, hygiene and nutrition, child marriage and girls' education, human body parts, and holistic health.
3. The social work students placed at Spandan conducted 21 sessions on various topics like healthy relationships, effective communication, mental health, body parts, child marriage, addiction, neonatal care, and health community in different *Anganwadis* during their fieldwork.
4. Spandan collaborates with 13 Zilla Parishad schools for the Kishordhara project. A total of 16 sessions were conducted in different schools for adolescent children on topics such as health, hygiene, self-awareness, child marriage, girl education, child protection laws, adolescent wellbeing and mental health.

## **Kishordhara**

Under Kishordhara, three sessions on career guidance were also organized, reaching out to 407 participants. This session was particularly important, as many students are uncertain about their future after completing their 11th and 12th grades.

## **Sahyogi**

1. Under project Sahayogi, eight sessions have been conducted by Spandan in collaboration with other organizations. These sessions and training programs are designed for Para Legal Volunteers and persons with disabilities.
  2. On 26th November 2024, a session for the Sahyogi members was organized at the community centre in Dhamangaon Zadipada on the rights of persons with disability and the schemes available for persons with disability. Among the 16 participants who participated in the session, there were people with locomotor disability, hearing disability and mental disability.
-

## **Satwahaar**

1. Under project Satwahaar, villagers and girls staying at GCC hostel were encouraged to develop kitchen gardens. In 2024-25, A total of 1,135 seed packets were received, out of which 838 packets were distributed across 18 different villages, 5 schools, and one Anganwadi. Follow-up visits were conducted with 187 families who had sown the seeds.
  2. Nutritional support for children with essential pulses and legumes to 563 children in tribal padas.
  3. Spandan conducted three-day Para Legal Volunteers Training with 48 participants from tribal villages from 24<sup>th</sup> April to 26<sup>th</sup> April, 2024. On 17<sup>th</sup> May, 2024, along with their certificate distribution program, a workshop on career guidance was organized by Spandan
  4. A program on Girls' Education and Child Marriage was organized by Spandan in collaboratin with Taluka Legal Services Committee, Dahanu, Talasari on 6 July 2024 at the Gnanjyoti Community College in Karajgaon Patilpada with 63 participants.
  5. In collaboration with Taluka Legal Services Committee Dahanu-Talasari a session on Land Laws was organized on 3 August 2024 at the Church Centre, Raipur-Ashte, Dahanu by Adv. Viraj Gadag. The participants included men, women, the Para Legal Volunteer members, the student social work students, the Spandan staff and Sr Clara Gonsalves
  6. A session was organised by the Spandan in collaboration with the TLSC Dahanu- Talasari and the Government Ashram School Savane on 'Scheme for Protection and Implementation of Tribal Rights, Protection of Children from Sexual Offences Act, 2012 and Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) 2013 Act' on 19th September 2024 with school teachers. A total of 21 participants participated in the session.
  7. A session on 'Schemes and Training Programs at Khadi Gram and the Lok Adalat in Dahanu Court' was organized with 64 participants including Para Legal Volunteers on 14<sup>th</sup> November 2024
-

## **Anubhav Youth Development Center (AYDC):**

Anubhav Youth Development Centre's strategic interventions in the academic year 2024-2025, reaching out to 1401 youth are summarized as follows:

1. Under *Laher* programme that focuses on the six critical themes of constitutional values, deocracy & secularism, gender justice, social justice, honesty and integrity and dignity of labour, 15 sessions were conducted with the students of 6 Colleges - Shailendra Degree College, Shailendra Jr. College, KES College, J. M. Patel College, N. K. College and DTSS College. A total of 825 youth benefited at the Mitra Level.
  2. AYDC commemorated the 'Constitution Day' (Samvidhan Divas) on the theme 'Peace and Resilience Building' and 'Secularism' with three events that were participated by a total of 276 youth. A session on the Preamble of India was conducted on 26th November 2024 and 11th January 2025 at Shailendra Junior College, Dahisar.
  3. Under the project 'Promoting Health & Wellbeing through Preventive, Promotive & Curative Models of Intervention', 26 sessions were organized by AYDC throughout the year reaching out to total of 879 beneficiaries.
  4. Educational Sports Club, another initiative of AYDC has 85 youth members from various Colleges in Mumbai. An Annual Sports Event was organized under this initiative on the theme of 'Sports for Development and Peace'. The event was organised on 30th November 2024 and 7th December 2024 at Goregaon Campus. There was an overwhelming response with 380 participants from 26 Colleges, four communities and AYDC Sathi cadre.
  5. On 13th October 2024 and 5th January 2025, the Interreligious Festivals was organised by the Educational Sports Club.
  6. Through AYDC counselling services, the project team reached out to 15 adolescents and youth in 2024-25 struggling with personal challenges due to family problems, stress and issues related to intimate relationships.
  7. Outreach programmes of the project have centred on peace and resilience building through participation and advocacy through activities such as small group youth meetings in communities. Such meetings were conducted regularly in two communities, Santosh Nagar Community and Bhagatsingh Nagar Community in Goregaon.
  8. An important activity of AYDC has been partnering with educational institutions to foster
-

empathy, leadership, teamwork, and community engagement among youth through rural camp exposure and learning of the ground realities of community living. This year, AYDC was invited to organise a three-day' rural camp to 'TIERRA PROJECT' Khargaon, Roha from 27th December to 29th December, 2024 with 32 students from 5 Colleges in Mumbai.

9. Various capacity building and leadership workshops were organized by AYDC during the year with the students from Colleges in Mumbai
10. Mumbai Suburban Youth Festival was organized on 1st February 2025 to provide a platform to adolescents and youth to engage in social issues through creative art forms and forms of expression. Competitions of street play, awareness songs, reels, posters, speech, rangoli, photography, essay and poetry are at the heart of the Mumbai Suburban Youth Festival. A total of 600 youth participated in all competitions, and 230 were present at the Youth Festival.
11. During the Mumbai Suburban Youth Festival, an awareness session was conducted on Menstrual Hygiene Management by Myna Mahila Foundation through screening of a short film and adding participants to the 'Myna Bolo Chatbot' for future follow-ups and providing consultation support.

Anubhav Youth Development Centre's strategic interventions in the academic year 2025-26, reaching out to 2135 youth this academic year, are summarized as follows:

1. Twenty-three workshops/sessions with students of different Colleges on different topics like democracy, cyber crime, and Artificial Intelligence and E-waste management.
  2. Interreligious festival celebration was conducted on 11<sup>th</sup> January, 2026
  3. Orientation and team building sessions were conducted with the students of different Colleges
  4. Educational Sports Club activities were conducted. Students also took part in NNYDC Sports League competitions held on 4<sup>th</sup> and 11<sup>th</sup> January, 2026
  5. English speaking, Presentation skills and Competitive exams preparation course on inaugurated on 3<sup>rd</sup> August, 2025
-

## **Pravas:**

In its efforts to promote healthy ageing among older adults of marginalised communities, Pravas has progressed from providing elder care to the implementation and extension of community-based integrated care and support for older adults. The geographical outreach of Pravas is limited to the older adults residing in Bhagat Singh Nagar No. 1, 2 and 3, in Chatrapati Vasahat and in Indira Nagar at Goregaon West, Mumbai; and Santosh Nagar and Vitt Bhatti communities at Goregaon East. The older adults in the communities were identified through collaborators within the community. They consist of older adults who are above the age of 55, are retired from their work in public life. The activities of these projects for the year 2024-25 were as follows:

Livelihood Generation and Skill Development Programme Initiatives, Pravas continued the skill development of the older adults through three major initiatives: candle and agarbatti production, soap making and marketing and selling of the products based on the quality check.

1. Pravas organised group sessions on importance of water in the body on 29th June 2024 [17 participants] at Bhagatsingh Nagar and on 5th July 2024 with 11 participants at Vitt-Bhatti.
  2. A session on the importance of being stress free was organised on 19th July 2024 with 13 participants at Vitt-Bhatti.
  3. A Group Bonding Session was conducted in Vitt Bhatti on 26th July 2024 and in Bhagatsingh Nagar on 27th July 2024.
  4. Friendship Day Celebrations were held on 9th and 10th August 2024 in Bhagatsingh Nagar and Vitt-Bhatti respectively. A total of 24 members participated in the celebrations.
  5. On 22nd November 2024 at student social workers conducted the session on 'Social Connections' with members of Bhagatsingh Nagar.
  6. Sessions on health and hygiene was organized with 16 participants on 16th November 2024
  7. Session on use of mandala art for dealing with stress with 16 participants was organized on 29th November 2025at Vitt-Bhatti
  8. A session on Art of Living was organized with 25 participants on 6th December 2024 at Bhagatsingh Nagar.
  9. Inter-Religious Festivals Celebrations were organized on 26<sup>th</sup> October, and 23<sup>rd</sup> December, 2024. Total of 93 participants from Bhagatsingh Nagar and Vitt-Bhatti participated in these events.
-

10. Pravas launched its Healthy Ageing Module in collaboration with Dr Sheetal Joshi, Assistant Professor, College of Home Science, Food, Nutrition and Dietetics Department, in the year 2025-26
11. Family Caregiver Programme is another initiative of Pravas with the goal of enhancing participation and engagement of the family caregivers in the community-based integrated care and support for older adults. Two sessions, one at 25<sup>th</sup> August, 2024 and another on 1<sup>st</sup> December, 2024 were held with the member and caregivers. Two free health check-ups were organized in collaboration with Help Age India on 14<sup>th</sup> August 2024 at Bhaghat Singh Nagar, and in collaboration with Preventive Oncology Department of Tata Memorial Hospital on 23<sup>rd</sup> November 2024. A total 109 participants took benefit of these screenings. Student social workers helped 26 participants among these for their further screening at the hospital.
12. Yoga sessions were organized by Pravas for older adults in Bhagat Singh Nagar with 40 participants.
13. Pravas team helped 12 members of Bhagatsingh Nagar and Vitt-Bhatti for creating their Ayushman Bharat Health Card.
14. Pravas also is engaged in liasoning with concerned authorities for the availing of schemes for older adults. In 2024-25, a total of 36 members from Vitt-Bhatti and Bhagatsingh Nagar were registered under relevant government schemes with the help of Pravas.

**Saksham Pramaan (2025-26):**

1. Upon commencement in March 2025, the project team actively participated in the National Level Training organized by NACO and TISS. During this training, NACO and TISS informed all RICE teams to finalize the pending evaluations by the end of July 2025, marking a clear directive to expedite the evaluation process and achieve set deliverables within the stipulated timeline.
  2. Following the National Level Training, the project team initiated the empanelment process by advertising and circulating the Expression of Interest (EOI) Google Form to previously engaged evaluators. The call received approximately 300 responses, of which around 200 were from old and experienced consultants and about 100 were from new consultants expressing their interest in participating in evaluation activities across the West Zone.
-

3. A key task during this phase involved updating and verifying the list of empanelled evaluators in coordination with TISS. Each evaluator's profile was carefully cross-checked to ensure accuracy and completeness of information before finalizing the updated list for operational use.
  4. Simultaneously, the project team organized and conducted a series of introductory virtual and in-person meetings with SACS and DACS officers, with facilitation and support from TISS. These meetings aimed to strengthen coordination, clarify roles and responsibilities, and ensure effective implementation of evaluation activities at both state and district levels.
  5. In alignment with the finalized plan, evaluations were scheduled for two states, Maharashtra and Karnataka, marking the beginning of the structured assessment process, with the evaluation expected to be completed by the end of July 2025.
  6. During July and August 2025, the project team was primarily engaged in post-evaluation activities. These included conducting debriefing meetings for the completed evaluations, reviewing and quality-checking evaluation reports, and completing data entry for the evaluation tracker and indicator-wise data entries.
  7. Post evaluation, the team is primarily engaged in completing financial activities.
  8. Following the introduction of the new evaluation tool by NACO in October 2025, TISS organized a national-level training programme to facilitate understanding and effective use of the revised tools. The training was conducted in collaboration with SACS, and master trainers also participated in the programme.
  9. As a continuation of the national training, NACO and TISS recommended organising zone-wise regional trainings for all academic institutions. Accordingly, the Nirmala Niketan team organised the Maharashtra Regional Training in collaboration with D. Y. Patil Research & Management Institute from 16 to 19 December 2025. A total of 65 consultants participated in the training held in Pune.
-

## **Key Indicator-3.5 Collaboration**

### **Metric No. Description**

#### **3.5.1 Collaborations with Industry**

- The MA-SIE – Sem 1 and Sem 3 Students, along with 3 Faculty – Mr Cletus, Ms Fatema and Mr Yadnesh, visited Anand, Gujarat, from the 10th to 16th November. They visited two social enterprises – Foundation for Ecological Security (FES) and the Anand Milk Union Ltd (AMUL)
- Fieldwork and Internship: The Fieldwork Committee of the College collaborated with government and non-government organizations for fieldwork, internship and OJT placements of the BSW and MSW students several 63 in the year 2024-25 and 80 in the year 2025-26, and a MoU was signed with all these agencies.
- For the fieldwork of the students of various short-term courses run by the Extension Centre at Goregaon, MoUs were signed with a total of 25 organizations in the year 2024-25 and with 12 organizations in the year 2025-26

#### **3.5.2 Academic Collaborations**

- An MoU was signed between commissioning agencies and Research and Development Cell, College of Social Work (Autonomous), Nirmala Niketan for research study and workshops with RUSA funds.
  - An MoU was signed with Prabodhan Centre for Research (PCR) of Maharashtra Prabodhan Seva Mandal (MPSM) for Internships and partnership for research, trainings, exposure visits and capacity building for students and staff.
  - An MoU was signed with F.I.A.M.C. Biomedical Ethics Centre for joint designing and co-branding of the flagship programs on bioethics conducted by F.I.A.M.C. Biomedical Ethics Centre for the period of three years (2023-2026).
-

**International Collaborations:**

HES-SO University of Applied Sciences and Arts Western Switzerland, School of Social Work and the College of Social Work (Autonomous), Nirmala Niketan - have extended their decade-long MOU for another five years. Through this MOU teaching week is organized in which faculty from Nirmala Niketan conduct lectures for HES-SO students and students from HES-SO participate in a month-long field work in Mumbai, under the supervision of a faculty at Nirmala Niketan.

---



**ACADEMIC AUDIT REPORT**  
**CRITERION IV**

---

**4.1.1 – The institution has adequate infrastructure and physical facilities for teaching learning viz. classrooms, laboratories, computing equipment etc.**

**Classrooms:**

There are Seven Classrooms in the main College Building at Churchgate and three classrooms in the Extension Centre in Goregaon.

The **total strength of Students** in BSW and MSW together has been **289**. The following infrastructure has been put in place by the Management of CSWNN.

- **BSW I** – One Classroom – **59** Students
- **BSW II** – One Classroom – **52** Students
- **BSW III** – One Classroom – **56** Students
- **MSW I** – One Classroom – **60** Students
- **MSW II** – One Classroom – **62** Students
- **MASIE I & II**- One Classroom- **22** Students
- Post Graduate Diploma in CSR (Corporate Social Responsibility), Therapeutic Counselling, Child rights and Child Protection, & Diploma in Social work- Two Classrooms – **25** Students
- **Marie Adelaide Play Lab:**

CSWNN established the 'Mary Adelaide Play Lab' for children in 2019. It features a sand pit, puppets, toys, and other child-related aids. The lab provides students with the opportunity to learn how to interact with, work with, and counsel children in both individual and group settings. It serves as a model that can be replicated by NGOs working with children in the community."

**Computer Room / Unit:**

"CSWNN maintains a Computer Unit for students on the ground floor, equipped with 24 computers. Students access these facilities for academic research, assignment preparation, and project coordination. The unit also serves as a specialized classroom for subjects requiring hands-on technology use, such as data analysis using Excel and SPSS, or developing communication skills through presentation software like PowerPoint."

---

**Board Room:**

"The main campus building features a Board Room, while the Extension Centre houses a large Seminar Room. All classrooms and the Seminar Room are equipped with state-of-the-art LCD projectors, laptops, speakers, and microphones. Additionally, the Board Room is equipped with a 50-inch television set."

**Auditorium:**

"The CSWNN Extension Centre in Goregaon features an auditorium with a seating capacity of 200 participants, suitable for various College programmes such as National conferences, Seminars, Student led conferences and workshops too. The auditorium is fully air-conditioned and equipped with an efficient sound and lighting system, creating a professional ambience. Owing to its versatile facilities, the auditorium serves as a multipurpose resource for the Institute.

**Physical Facilities - Toilets**

"Adequate and well-equipped toilets are provided for male and female staff and students on the 1st, 2nd, and 3rd floors of the College. This includes a separate, accessible toilet for persons with disabilities. To ensure optimum levels of cleanliness, support staff carry out regular hygiene and sanitation processes."

**Academic Facilities – Classrooms, Laboratories – Computer Lab, Play Lab, Library, Sports Complex**

The faculty and administrative staff—including teams from the Audio-Visual Unit, Computer Lab, Library, and Administration—collaborate closely to maintain a robust learning environment for students. Given the compact nature of the campus, the classrooms on the first floor feature flexible partitions. These can be collapsed to transform the entire floor into a large hall for College activities and programmes, organized in collaboration with the Student Council and various committees.

---

## **Academic – Workshops**

### **Workshops for NGOs**

The College makes its premises available on Fridays and Saturdays for NGOs to conduct meetings, training programmes, and various activities. These facilities are utilized by NGOs for their staff, networking partners, and beneficiaries.

### **Sports Facilities / Complex:**

#### **Sports and Gym Facilities**

To access the sports and gym room, students are required to record their entry in a register and display their College ID card. Student representatives from the Student Council and sports committee facilitate the use of the equipment and ensure the proper upkeep of all facilities.

### **Laboratories & Innovation Centres:**

The Computer Lab and the NCSIE Incubator are maintained by a support staff technician. The technician is responsible for installing required software and addressing any technical issues that may arise to ensure smooth operations.

## **4.1.2 Physical Facilities for Cultural Activities, Yoga, Sports & Games**

### **Outdoor Facilities:**

<https://cswnn.edu.in/node/609>

CSWNN features a multi-purpose volleyball and badminton court located behind the building complex. This space is dedicated to outdoor sports and recreational activities for the students.

### **Indoor Facilities:**

<https://cswnn.edu.in/gym-sports>

The gymnasium is located on the second floor of the College complex. It is equipped with a bench press, stationary cycles, treadmills, and various weights, allowing students to use their leisure time to maintain physical fitness. Additionally, a table tennis table and two carrom boards are available for recreational purposes.

---

**Counselling Centre:**

<https://cswmn.edu.in/counselling>

CSWNN provides the services of a professional counsellor who is available on campus to offer guidance and mental health support to students.

**Hostel Facilities:**

<https://cswmn.edu.in/node/139>

CSWNN provides hostel facilities for outstation female students, managed by the Institute of Social Service (ISS). The hostel is located on the 4th and 5th floors of the ISS building within the same campus. It has a total capacity for 72 students, with 50% of the seats reserved for CSWNN and 50% for Nirmala Niketan (NN) Home Science.

**Canteen Facilities:**

<https://cswmn.edu.in/node/132>

CSWNN provides canteen facilities for both students and hostel residents. Nutritious breakfast, lunch, and evening snacks are available at affordable prices to ensure students have access to healthy meals throughout the day.

**4.1.3 Details of classrooms and seminar halls with ICT-enabled facilities such as smart boards, LMS, etc.**

<b>Room number or Name of classrooms/Seminar Halls with LCD / Wi-Fi /LAN facilities</b>	<b>Type of ICT facility provided</b>
CSWNN Churchgate Campus - Computer Lab and Vision Centre- Ground Floor	Desktops - 29 , Laptop -2
	Interactive Board - 1
	LMS Facilities - Software used MS-Teams, Zoom, IBM SPSS, Microsoft Office Professional Plus-365, Canva, NVDA
	Internet Switch - 2
CSWNN Churchgate Campus - MSW - II - Ground Floor	Desktops - 29 , Laptop -2
	Laptop - 1 Interactive Board - 1, Ampli-speaker-1
	LCD Projector - 1
	WiFi Router
	LMS Facilities - Software used MS-Teams, Zoom, IBM SPSS, Microsoft Office Professional Plus-365, Canva, NVDA
	Laptop - 1 Interactive Board - 1, Ampli-speaker-1
LCD Projector - 1	

CSWNN Churchgate Campus - BSW - I - First Floor	Laptop - 1 Interactive Board - 1, Ampli-speaker-1
	LCD Projector - 1
	WiFi Router
	LMS Facilities - Software used MS-Teams, Zoom, IBM SPSS, Microsoft Office Professional Plus-365, Canva, NVDA
	Laptop - 1 Interactive Board - 1, Ampli-speaker-1
	LCD Projector - 1
CSWNN Churchgate Campus - BSW - II - First Floor	Laptop - 1
	LCD Projector - 1, Ampli-speaker-1
	WiFi Router
	LMS Facilities - Software used MS-Teams, Zoom, IBM SPSS, Microsoft Office Professional Plus-365, Canva, NVDA
	Laptop - 1
	LCD Projector - 1, Ampli-speaker-1
CSWNN Churchgate Campus - BSW - III - Second Floor	Laptop - 1 Interactive Board - 1, Ampli-speaker-1
	LCD Projector - 1
	WiFi Router
	LMS Facilities - Software used MS-Teams, Zoom, IBM SPSS, Microsoft Office Professional Plus-365, Canva, NVDA
	Laptop - 1 Interactive Board - 1, Ampli-speaker-1
	LCD Projector - 1

<b>Room number or Name of classrooms/Seminar Halls with LCD / Wi-Fi /LAN facilities</b>	<b>Type of ICT facility provided</b>
CSWNN Churchgate Campus - MSW - I - Second Floor	Laptop - 1 Interactive Board - 1, Ampli-speaker-1
	LCD Projector - 1
	WiFi Router
	LMS Facilities - Software used MS-Teams, Zoom, IBM SPSS, Microsoft Office Professional Plus-365, Canva, NVDA
	Laptop - 1 Interactive Board - 1, Ampli-speaker-1
	LCD Projector - 1
CSWNN Churchgate Campus - Board Room - Second Floor	1- Interactive Board / Television - 65 inches, Laptop-1
	LMS Facilities - Software used MS-Teams, Zoom, IBM SPSS, Microsoft Office Professional Plus-365, Canva, NVDA
	1- Interactive Board / Television - 65 inches, Laptop-1
	LMS Facilities - Software used MS-Teams, Zoom, IBM SPSS, Microsoft Office Professional Plus-365, Canva, NVDA
CSWNN Churchgate Campus - MASIE Class 1 - Third Floor	Laptop - 1, Computer -2, Ampli-speaker-1
	LCD Projector - 1
	WiFi Router
	Internet Switch - 1
	LMS Facilities - Software used MS-Teams, Zoom, IBM SPSS, Microsoft Office Professional Plus-365, Canva, NVDA
CSWNN Churchgate Campus - MASIE Class II - Second Floor	Laptop - 1, Ampli-speaker-1
	LMS Facilities - Software used MS-Teams, Zoom, IBM SPSS, Microsoft Office Professional Plus-365, Canva, NVDA

#### **4.1.4 Details of expenditure for infrastructure augmentation excluding salary during the year (INR in Lakhs)**

Budget for Infrastructure augmentation	Expenditure for Infrastructure augmentation	Assigned budget on academic facilities	Expenditure on maintenance of academic facilities (excluding salary for human resources)	Assigned budget on physical facilities	Expenditure on maintenance of physical facilities (excluding salary for human resources)	Total expenditure excluding Salary
36	34.86	138	137.44	5	2.98	175.28311

#### **4.2.1 The library is automated using an Integrated Library Management System (ILMS)**

Name of the ILMS software – iSLIM

Nature of automation - Partial

Version – 1.7.3.13888

Year of Automation – 2012

Link – <https://cswnn.slimkm.org/iOPAC>

The library is partially automated using iSLIM, a cloud-based, modular library management system. This software streamlines core processes including Acquisition, Cataloguing, Circulation, and Serials, allowing the library staff to focus on high-value student support. Currently, the system manages a database of 26,306 books and over 50,000 other documents, all accessible 24/7 via the cloud. Key features include:

- **Digital Preservation:** Facility to store and access digital collections.
- **Automated Alerts:** SMS notifications for book issues and returns.
- **User Tracking:** Smart card scanning to monitor student footfall.
- **Accessibility:** A dedicated mobile app for remote catalog searches.
- **Reporting:** Advanced tools to generate administrative reports in various formats.

#### **4.2.2 Institution has subscribed to e-Library resources**

**The library has regular subscription for the following:**

**1. e-journals**

**2. e-books**

**3. e-ShodhSindhu**

**4. Shodhganga**

**5. Databases**

**6. Remote access to e-resources**

1. e-journals – 08 paid e-journals
  2. e-ShodhSindhu - yes
  3. Shodhganga Membership - Yes
  4. e-books – Yes, we have through N-list Database
-

5. Databases – N-list by INFLIBNET
6. Remote access to e-resources – Yes

**1.2.3 Details of expenditure on purchase of books/ e-books and subscription to journals/e journals during the year (INR in lakhs)**

Library resources	Details of memberships/subscriptions	Expenditure on subscription to e-journals and e-books (INR in lakhs)	Expenditure on subscription to other e-resources (INR in lakhs)	Total Library Expenditure	Link to the relevant document
<b>Books</b>	222	0	0	225691	
<b>Journals</b>	50	0	0	114040	
<b>e-journals</b>	Through N-list database + (8 sage journals)/EPW Online Journal	124050	0	124050	
<b>e-books</b>	Through N-list database	0	0	0	
<b>e-ShodhSindhu</b>	Yes	0	0	0	
<b>Shodhganga</b>	Yes	0	0	0	
<b>Databases</b>	Nlist (INFLIBNET)	0	5900	5900	
<b>Local and / or Remote access to library resources (Specify)</b>	SLIM 21 Library Cloud based Software	0	53100 (AMC)	53100	

**4.2.4 Usage of the library by teachers and students (footfalls and login data for online access)**

<b>Year</b>	<b>2024-25</b>
<b>Number</b>	<b>10622</b>

**4.3.1 Student – Computer Ratio**

### Number of Students: Number of Computers

<b>Year</b>	<b>2024-25</b>
<b>Number of Students</b>	<b>8</b>
<b>Number of Computers</b>	<b>1</b>

#### 4.3.2. Bandwidth of internet connection in the Institution and the number of students on campus:

##### Options:

≥50 Mbps	}	B. 35 Mbps - 50 Mbps
35 Mbps - 50 Mbps		
20 Mbps - 35 Mbps		
5 Mbps - 20 Mbps		
<5 Mbps		

#### 4.3.3. Details of bandwidth available in the Institution

Hathway Broadband /MTNL Broadband is the Internet Service Provider

#### 4.3.4. Facilities for e-content development

##### 1. Media Centre

##### 2. Audio-Visual Centre

The College has Cds, Dvds, Flash Cards, Photo Languages, Chart Exhibition (POSTERS), GBC Lamination Machine, Copy Printer (Gestener) , Color Xerox Machine (Canon Image Runner C3120), Identity Card Printer (Zebra ZXP Series 3), Paper Shredder Machine (GBC Shred Master), Laptops (Dell), LCD projectors (Epson), Public Announcement System (PRO AUDIO), Color Laserjet Pro M252dw Printer, HP Laserjet P1505n Black and White Printer, Scanner (CanoScan 5600F), LG DVD Recorder, O.H.P Projectors, Battery Chargers 9 Volts, etc.

#### 3. Lecture Capturing System (LCS)

---

Nikon D3100, Canon 80D, and Canon 1500 D camera for Lecture Recording.

#### 4. Mixing equipment's and software for editing

For Mixing Sound System, we have YAMAHA-12 Channels Mixing Console with ampli-speakers, Shure Mikes, and Audacity Software. For Editing Video, Corel Video Studio Pro X6 software is available

#### 4.4.1 Details of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the yearBudget for Infrastructure augmentation

Budget for Infrastructure augmentation	Expenditure for Infrastructure augmentation	Assigned budget on academic facilities	Expenditure on maintenance of academic facilities (excluding salary for human resources)	Assigned budget on physical facilities	Expenditure on maintenance of physical facilities (excluding salary for human resources)	Total expenditure excluding Salary
36	34.86	138	137.44	5	2.98	175.28311

#### 4.4.2 –Campus Infrastructure Procedures and policies

The CSWNN library covers 2514 sq. Ft with a total seating capacity of 100 students. The library is open from Monday to Friday from 9 am to 6 pm and on Saturday the library closes an hour early i.e. at 5pm. On every fifth Saturday the library functions from 10 am to 1 pm. The membership of the library is open to all the students, faculty, non-teaching staff and alumni of the College. For an Alumni to become a member of the library one has to pay a deposit of Rs. 1000, of which Rs. 400 is refundable (once membership is closed) and Rs. 600 is the reading charge, which is renewable every year. Each member can issue one book for the period of seven days. The library is partially automated and uses a commercial software – iSLIM. The database is configured to N-list.

#### Library Policies

- Students entering the library must deposit their personal belongings such as books, bags, files, folders, umbrellas etc. at the designated property counter or cloakroom
- “A book misplaced is a book lost”.
- Books removed from the shelves should be kept on the issue counter to ensure correct shelving. In case of loss of books, the borrower must immediately inform the librarian of the same in writing. •
- Silence and a quiet atmosphere for study should be maintained in the library.
- Writing/making marks in books is strictly forbidden. •
- Disregard of library rules, indiscipline and misbehaviour will render the borrower liable to be refused access to the library.
- "Use of mobile phones is strictly prohibited inside the library. Violators will face a 2-day confiscation of the device or a ₹50 fine."
- Visitors are allowed to use the library only on Fridays and Saturdays with a reference letter from their College library and with Rs. 30/- reading charges for two days.
- All visitors including alumni are expected to enter in the visitor's book kept at the counter to maintain the record of number of visitors to the library.
- The librarian reserves the right to call back any issued books at any time
- Students are permitted to borrow two books at a time.
- Students will be issued one borrowing card which must be produced at the time of issuing and returning books.
- Based on standard library regulations, periodicals—which include magazines, journals, and newspapers—are generally for **in-library use**.

The gymnasium with various equipment like the bench press, the cycle and running machine and various weights for student and staff excess. There are seven classrooms in the main College building at Churchgate and three classrooms in the extension Centre in Goregaon. Churchgate campus has one board room while the extension Centre has a large seminar room. Each of these classrooms and seminar room is fitted with state-of-the-art LCD projectors, laptops, speakers and mics available for Audio Visual Unit

---



**ACADEMIC AUDIT REPORT**  
**CRITERION V**

---

**CRITERION V**  
**STUDENT SUPPORT AND PROGRESSION**

Name of the scheme	Number of students receiving scholarships and freeships provided by the Government during the year		Number of students receiving scholarships and freeships provided by the institution during the year		Number of students receiving scholarships and freeships provided by non-government agencies during the year		
	Number of students	Amount	Number of students	Amount	Number of students	Amount	Name of the NGO/Agency
Post Matric OBC	3	53132	21	457369	1	15000	Bhoomi Foundation
Post Matric VJNT	1	16194			1	2726	Learning Space Foundation
Government of India Post-Matric (SC/ST)	7	50543.2			1	12000	Avabai Hormasji Tata Charity Trust.
					1	30000	Dawoodi Bohra Welfare Trust
					1	8000	Anamika Rehabilitation
					1	13000	Nargis Datta Foundation
					3	53899	Prayas Foundation
					1	5000	M. K. Gandhi Charitable Trust
					1	23916	Catalysts for Social Action
					1	15000	Snehavardhini Social Trust
					1	26000	Dr. Sonia Rodrigues
						5000	Ms. Jenny
						50000	Dr. Lidwin Dias
					6	200970	India Bull Foundation

**5.1 STUDENT SUPPORT**

5.1.1 Percentage of students who benefitted from scholarships and free ships provided by the institution, government and non-government bodies, industries, individuals, philanthropists.

### 5.1.2 College Self-Funded Interest-Free Loans

### 5.1.3 Capacity development and skills enhancement activities organized to improve students' capabilities

S/no	Date	Name of the activity	Link
1	14.08.2024	Workshop on job readiness	<a href="https://drive.google.com/file/d/1mcg_ixK7kqjftdQsof33wV_b7gn-yyPY/view?usp=drive_web">https://drive.google.com/file/d/1mcg_ixK7kqjftdQsof33wV_b7gn-yyPY/view?usp=drive_web</a>
2	21.08.2024	Workshop on Self Confidence	
3	28.08.2024	Self Confidence in presentation and communication	
4	03.09.2024	Session on qualities of a great leader	
5	11.09.2024	Session on resilience and emotional awareness	
6	19.09.2025	Self Confidence in presentation and communication part 2	
7	30.09.2024	Workshop on how to take right decisions	
8	01.10.2024	Workshop on how to take right decisions part 2	
9	10.12.2024	Preparation for Interviews	
10	11.12.2024	Preparation for Interviews	
11	17.12.2024	Preparation for group discussion	
12	19.12.2024	Crafting Impressive Resume	
13	10.01.2025	Workshop on Mastering Grant Proposals	

### 5.1.4 Creating Awareness on trends in Technology

Following workshops and programs events were organized by MA (SIE) department:

1. Journey of a Successful Entrepreneur – a motivational session

A motivational session was conducted on the 13<sup>th</sup> July 2024 for the MA-SIE Students on the Journey of a successful entrepreneur. Ms. Archana Nair (an alumna of CSWNN) shared her journey and challenges faced as she initiated her two startups – a consultancy on IT Services and the other on providing services to NGOs for registration, project development and funding.

2. Workshop on Careers in Social Innovation and Entrepreneurship

The MA-SIE students were provided with a comprehensive understanding of career

opportunities in social innovation and entrepreneurship on the 10<sup>th</sup> July through a workshop on Careers and Opportunities available through social innovation and entrepreneurship. He inspired them to initiate their own startups and also alternatively pursue professional CSR roles within social enterprises and the corporate sector.

### 3. Workshop on Entrepreneurial Skills, Attitude and Behaviour

A workshop on Entrepreneurial Skills, Attitude, and Behavior was facilitated by Ms. Sharon D'souza & Ms. Fatema Kanchwala on the 11<sup>th</sup> July, 2024 for the MA-SIE Students. The workshop aimed to inculcate the students with essential skills, attitudes, and behaviors used or applied in enterprises and to accustom them to this new learning environment with the guidance of a professional life coach

### 4. Workshop on Process of Innovation and Development – Technology Readiness Level

The workshop was facilitated by Mr. Nilesh Lele on the 13<sup>th</sup> July, who shared insights into Technology Readiness Level (TRL) and Business Readiness Level (BRL) which would equip students with tools for root cause analysis, and showcase practical applications through the example of S4S Technologies which would enable students to develop market-ready technologies and impactful solutions in their startups.

### 5. CSR Conclave

On the 7<sup>th</sup> Aug, 2024, Twenty (20) students from the Department of MA Social Innovation & Entrepreneurship had a learning and engaging experience attending the CSR Conclave 2024 organized by Mira Bhayandar Municipal Corporation(MBMC) supported by NITI Aayog and other esteemed partners Maharashtra Institution for Transformation (MITRA), Maharashtra State Innovation Society, Government of Maharashtra, Indian Institute of Technology Bombay, International Trade Fair for Sewage Technology(IFAT -India), Centre for Education, Governance & Policy (CEGP), Aga Khan Agency for Habitat India and Bisleri. The event was an open opportunity for them to learn about the various fields of engagement of CSR activities in the verticals of environmental sustainability, healthcare, and education transformation. It was also an excellent chance for them to gain insights into real world experience sharing and a chance to network with industry experts and other stakeholders.

---

#### 6. Business Pitch Competition:

The Business Pitch Competition was held on the 21<sup>st</sup> September, 2024 at the Bahai Faith Centre. Seven students from College of Social Work and College of Home Science participated and made a pitch for their Idea and the Start up Concept showcasing how their product or service would answer social issues. It provided a platform for these aspiring entrepreneurs to showcase their innovative ideas and business concepts in front of the judges, Mr Andre Charan and Mr Shakti Yadav, who pronounced the winner, Ms Mittal Kamble, who presented her healthy products, air-fried snacks with an authentic twist of adding spices from her native place.

#### 7. Idea Hackathon

The Idea Hackathon held on the 21<sup>st</sup> September, 2024, at the Bahai Centre had 12 students who presented their solutions for Road Safety, given the increase in the number of road accidents. Ms Pallavi Patil from CSWNN won the prize money for her innovative thinking and problem-solving skills to come up with a unique response to addressing this issue.

#### 8. DATA Entry in SPSS and Excel

A workshop on Data Entry in SPSS and Excel was organized on 19<sup>th</sup> June 2024 for MSW second-year students as part of their Research and Term Paper projects.

### **5.1.5 Institution mechanisms for redressal of student grievances including sexual harassment and ragging cases:**

#### *Implementation of guidelines for statutory/regulatory bodies*

The College implements all the Guidelines of UGC in letter and spirit. UGC Curbing the Menace of Ragging in Higher Educational Institutions (Second Amendment) Regulations, 2013 No.F.153/2013(ARC) Pt. III dated 25.12.2013 · UGC (Promotion of Equity in Higher Educational Institutions) Regulations, 2012 No. F. 14-3/2012 (CPP-II) dated 17.12.2012 · UGC (Grievance Redressal) Regulations, 2012. No. F. 14-4/2012 (CPP-II) dated December 2012 · University Grants Commission (Redress of Grievance of Students) Regulations, 2019 No. F. 14-4/2012 (CPP-II) dated 6th May 2019. University Grants Commission (Prevention, Prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015 F.91-1/2013(TFGS) 2nd May 2016 M/HRD Ref. No.12-13/2015-

---

U1 dt.1.4.2016

*Organization-wide awareness and undertakings on policies with zero tolerance*

College of Social Work recognizes the right of every student to receive education in an atmosphere that is safe, congenial, supportive and understanding. The University has adopted the practice of 'Zero Tolerance for Ragging' and the UGC Anti Ragging Regulations on curbing the menace of ragging in higher educational institutions, 2009 are implemented in letter and spirit. The Anti-Ragging undertaking is mandatory for every student for every academic year. UGC Regulations on curbing the menace of Ragging in Higher Educational Institutions 2009 (under sec 26(1) (g) of the UGC Act 1956), New Delhi 02, 17th June 2009 is shared with students. Students are also encouraged to log on to portal of UGC portal (<http://www.ugc.ac.in/grievance>) to register any complaint.

*Internal Complaints Committee (ICC)*

In line with the requirements of Sexual Harassment of Women (Prevention, Prohibition and Redressal) at Workplace Act of 2013, the College has constituted the statutory 'Internal Complaints Committee' (ICC) for Prevention, Prohibition, and Redressal of sexual harassment of women employees and students. ICC at the College level serves as a critical mechanism for the prevention of sexual harassment at the workplace; to prevent discrimination and sexual harassment against girls by promoting gender unity among students and employees; to conduct periodical programmes on women's empowerment and to provide a conducive environment and safe space for all students in the course of their learning.

Various programmes organized by the ICC during the academic year 2024-25 were:

1. Mandatory orientation across classes, specifically regular programmes (Social Work) and Master in Social Innovation and Entrepreneurship course on the role of the Internal Complaints Committee during the Student Induction Programme and Orientation Programme week before the commencement of the new academic year
  2. Orientation on the safety policy to all students and Contacts of Fieldwork Organizations by the Faculty Advisor in the first week of Fieldwork
-

3. Students would be notified of the grievance box for complaints of sexual harassment, which would be displayed outside the College Office
4. An update of the ICC Poster was completed and displayed in prominent places of the College and the class after the conduct of examinations.
5. Booklet on Frequently Asked Questions

*RUSA-sponsored POSH training sessions*

Six RUSA-sponsored POSH training sessions were coordinated by the ICC for various collaborators of the College together with the Fieldwork Committee. Legal Experts were invited from the field.

<b>Sr No</b>	<b>Day/Date</b>	<b>Class</b>	<b>Resource Person</b>
01	August 8, 2024 2.00 to 4.00 p.m.	BSW I and BSW II	Adv Rushila Rebello
02	August 22nd, 2024 2.00 to 4.00 p.m.	BSW III and MSW I	Adv Persis Sidhva Rati Foundation
03	August 29, 2024 2.00-4.00 p.m.	MSW II and MASIE	Adv Audrey Dmello Majlis
04	October 7, 2024	Teaching Faculty College of Social Work (Churchgate Campus)	Adv Persis Sidhva Rati Foundation
05	October 8, 2024	Non-Teaching Faculty, Support Staff College of Social Work (Churchgate Campus)	Adv Persis Sidhva Rati Foundation
06	October 11, 2024	Staff: Extension Center, Hostel and Canteen	Adv. Pranalee Pawar, Rati Foundation

Various programmes organized by the ICC during the academic year 2025-26 include an Orientation Session on POSH 2013/ UGC Regulations 2015 and about the ICC: - July 28, 2025 (Monday) 3 to 4:30 pm. Resource Person- Mr Sagar (Special Cell and POSH Trainer) and Ms Divya Taneja.

*Mechanisms for submission of online/offline students' grievances*

Any student or any of the teaching and non-teaching staff member can seek the appropriate redressal of their grievances related to gender discrimination and/or sexual harassment by sending an email to the following email address: [cswnnprincpal@gmail.com](mailto:cswnnprincpal@gmail.com) or

cswnnofficial@gmail.com. The committee members meet whenever there is a grievance registered and attempt towards resolving the matter within 15 working days. The members meet whenever there is a grievance registered and resolve the matter within 15 working days.

## 5.2 STUDENT PROGRESSION

### 5.2.1 Number of outgoing students who got placement during the year 2024-2025

S. No	Name of student placed with his/her contact details	Programme completed	Name of the employer with contact details	Pay package at the time of appointment
1	Divija Adappa 6A/134 Kalpataru Estate, Poonam Nagar, Andheri - East, Mumbai - 400093	MSW	Social Axiom foundation EW3, Second Floor, Mianwali Nagar, Pashchim Vihar, Delhi-110087	Rs. 40,910/-
2	Amita Joji Infant Jesus Villa, Beat 7, Westbury Road, Near Rohini, The Nilgiris, Ooty - 643001.	MSW	Magic Bus India Foundation, 3rd Floor, Reliable Plaza, Thane Belapur Road, Airoli, Navi Mumbai: 400708, Ph. 022-62434848	Annual CTC 5,00,000/-
3	Ananya Bhardwaj Assam, Guwahati, Ananda Nagar, House No 41	MSW	Akshay Chaitanya, JAK Compound, Keshavrao Borker Marg, Byculla, Mumbai-400027, 8928991161	Annual CTC: 6,00,023
4	Gauri Damshet House No-802, Room No- 201, Nerul Village, Sector 20, Nerul (West), Navi Mumbai-400706	MSW	Akshay Chaitanya, JAK Compound, Keshavrao Borker Marg, Byculla, Mumbai-400027, 8928991161	Annual CTC: 4,20,032
5	Akshat Audichya 311/A Surya Nagar Aakashwani Colony Madhdi Udaipur	MSW	Atmasantosh Foundation 114 A Mittal Foundation, 210 Madam Cama Road, Nariman Point, Mumbai- 400021	Annual CTC: 4,83,277
6	Mansi Shinde 13/A, Gayatri Soc, Dharampur Road, Abrama	MSW	St. Jude India Child care Centres, Cotton Green Campus, Bombay Port Trust Colony, Rajas Nagar, Zakaria Bunder Road, Cotton Green East, Mumbai- 400033	Annual CTC: 5,50,000

7	Shweta Moses 501, A Wing, Rinkal Park, Near Dwine Hotel, Ganeshghat, Badlapur East.	MSW	Renovate India, Kurla 2/C First Floor, Kurla Kamgar CHS Limited, Nandikeshwar Temple Lane, Kamgar Nagar, Kurla East, Mumbai-400024	Annual CTC: 3,72,000
8	Rushikesh Pote 1/112 Sundar Nagar Chs S.B.Marg Dadar West Mumbai 400028 Near Sai Baba Mandir	MSW	ARPAN 201/202 Atlanta Centre, Sonawala Center, Goregaon East, Mumbai 400063	Annual CTC: 3,91,400/-
<b>S. No</b>	<b>Name of student placed with his/her contact details</b>	<b>Programme completed</b>	<b>Name of the employer with contact details</b>	<b>Pay package at the time of appointment</b>
9	Pooja Kamble 468, Shastri Nagar, Western Express Highway , Vile Parle East	MSW	Lighthouse Communities, The Lighthouse Complex, Spicer College Road, Aundh, Pune-411007	Annual CTC: 4,45,000/-
10	Vyom Jayesh Karia B 201 Pooja Tower, Thankar pada, Agra Road, Kalyan West. 421301	BSW	Gandhi Fellowship, Assam	Annual CTC : 2,94,000/-
11	Novina Nichalaus Lemos NV04/262, Emmanuel, Gass, Garcian Nagar, Nallasopara West, Near St. Anns English Medium School, Post- Sopara	MSW	ARPAN 201/202 Atlanta Centre, Sonawala Center, Goregaon East, Mumbai 400063	Annual CTC: 4,19,000/-
12	Savita Hirave Morkhind, Post-Morgh ar, Tal-Jauli, Dist-Satara	MSW	Dharohar Charitable Foundation, Post Box no 3, Pratap Nagar Industrial area, E class, Udaipur- 313001, Rajasthan	Annual CTC: 4,06,944/-
13	Saher Khan Ambojwadi Azada Nagar Room No J105 Malwani Malad West Mumbai 400095	MSW	ARPAN 201/202 Atlanta Centre, Sonawala Center, Goregaon East, Mumbai 400063	Annual CTC: 3,91,400/-
14	Iris Parampil Plot No 2, Sainath Park Society, Near Tv Relay Center, Nanakwada, Valsad	MSW	Communicare Education, Synapse Centre, Shree Ganesh, Off Lal Bahadur Shastri Marg, Kolbad, Ulhasnagar, Thane West, 400601	Annual CTC: 3,60,000/-
15	Shital Kolekar Ashasadan Umerkhadi Mumbai	MSW	Communicare Education, Synapse Centre, Shree Ganesh, Off Lal Bahadur Shastri Marg, Kolbad, Ulhasnagar, Thane West, 400601	Annual CTC: 3,60,000/-

16	Shaikh Kahkashan Parveen Room No 814 Ganpati Chawl 90 Feet Road Social Nagar Dharavi Mumbai 400017	MSW	Communicare Education, Synapse Centre, Shree Ganesh, Off Lal Bahadur Shastri Marg, Kolbad, Ulhasnagar, Thane West, 400601	Annual CTC: 3,60,000/-
----	--	-----	--	---------------------------

S. No	Name of student placed with his/her contact details	Programme completed	Name of the employer with contact details	Pay package at the time of appointment
17	Sagira Ramzan Shaikh Bungalow No. 78, RSC.19 Mhada Colony, Near Sankalp School, Savarkar Nagar, Thane	MSW	Communicare Education, Synapse centre, Shree Ganesh, off Lal Bahadur Shastri Marg, Kolbad, Ulhasnagar, Thane West, 400601	Annual CTC: 3,60,000/-
18	Ramita Parag Mehta 8, Shridevi Building, Hindu Friends Society Road, Jogeshwari East, Mumbai 400060	MSW	D Mart Foundation, Plot no B 72 & B 72 A, Wagle Industrial Estate, Thane W, Maharashtra, India- 400604	Annual CTC: 5,00,000/-
19	Chaitanya Abraham 404, Jay Mahaganapati Tower, Bakery Gully, Bhayander West, Thane 401101	MSW	D Mart Foundation, Plot no B 72 & B 72 A, Wagle Industrial Estate, Thane W, Maharashtra, India- 400604	Annual CTC: 5,00,000/-
20	Shubhangi Shinde Bhimnagar Tansa Pipe Line Near ONGC Colony Vidyavihar East Mumbai 400077	MSW	D Mart Foundation, Plot no B 72 & B 72 A, Wagle Industrial Estate, Thane W, Maharashtra, India- 400604	Annual CTC: 5,00,000/-
21	Shaikh Saima Zakir Hussain Plot No 13 ,Line No J Room No 4,Near Maa Ambe Medical Store Road No 3 ,Shivaji Nagar Govandi ,Mumbai 400043	MSW	D Mart Foundation, Plot no B 72 & B 72 A, Wagle Industrial Estate, Thane W, Maharashtra, India- 400604	Annual CTC: 5,00,000/-
22	Gandhali Girish Wadekar 3/72, Bahari Building, T.J.Road, Zakeria Bunder, Sewri, Mumbai - 400015	MSW	Room to Read India Trust C-21, Qutub Institutional Area, New Delhi-110016	Annual CTC: 4,67,000/-
23	Babita Patiraj Yadav Room No.1322, Bhoidapada, Rajiwali Road, Opp Ganesh Temple, Vasai East	MSW	Room to Read India Trust C-21, Qutub Institutional Area, New Delhi-110016	Annual CTC: 4,67,000/-
24	Pratiksha Chandrakant Vartak C/110, Chandrakant Apartment, Jay Ganesh Nagar, Nagindaspada, Virar Road, Nallasopara East,	MSW	Room to Read India Trust C-21, Qutub Institutional Area, New Delhi-110016	Annual CTC: 4,67,000/-
25	Pratik Wankhede	MSW	Connect For, 1608-09, Prasad Chambers Opera House Mumbai 400 004	Annual CTC: 3,40,000/-
26	Sai Pawar 854, Shaniwar Peth Satara.	MSW	Connect For, 1608-09, Prasad Chambers Opera House Mumbai 400 004	Annual CTC: 3,40,000/-

S. No	Name of student placed with his/her contact details	Programme completed	Name of the employer with contact details	Pay package at the time of appointment
27	Ganesh Chauhan At.Banegaon Post.Talani Tq.Ausa Dist.Latur	MSW	Connect For, 1608-09, Prasad Chambers Opera House Mumbai 400 004	Annual CTC: 3,40,000/-
28	Naomi 102,Sabar View,Khanpur, Ahmedabad gujarat 380001	BSW	IMS Recruiting firm	20,000/- per month
29	Kanishka Sharma 04- Deepkunj Society Opp. Panasonic Makarpura Gidc Vadodara, Gujarat, 390010	MSW	Samanvay Group	Annual CTC: 3,60,000/-
30	Yogesh Patil At- Vaveghar, Post-Kanchad, Tal-Wada, District-Palghar	MSW	Talent Corp Solutions Pvt Limited First Floor, Shree Gajanan Commercial Complex, Talegaon - Chakan Hwy, Opposite Of Unicare Hospital, Pune, Maharashtra 410501	Annual CTC: 2,04,000/-
31	Manish Vilasrao Pathare Swami Samarth Nagar, Vaijapur, Aurangabad.	MSW	Voltas Ltd. Voltas House, Dr Babasaheb Ambedkar Rd, Ghodapdeo, Byculla East, Byculla, Mumbai, Maharashtra 400033	Annual CTC: 3,00,000/-
32	Pooja Jalindar Kamble 468, Shastri Nagar, Western Express Highway , Vile Parle East	MSW	Synergie ITCI	Annual CTC: 3,98,400/-
33	Ramji Maurya 07,Maurya Chawal, Datta Patil Compound, Tulshet Pada, Lake Road, Bhandup - West, Mumbai -400078	MSW	Self employed- sports shop	Not Fixed
34	Sanya Almeida Mary Sadan Chulna Road , Opp Snehalaya Apt Dewanman, Vasai (W)	MSW	MCGM CTC BMT Hospital Boravli	Not Mentioned
35	Rituja Dhok Yashlaxmi Niketan, Erandwane, Kothrud, Pune.	MSW	CYDA organisation 2nd Floor, Atur House, Dr, Baba Saheb Ambedkar Rd, above Maratha Samrat Hotel, opp. NIV Institute, Camp, Pune, Maharashtra 411001	Annual CTC: 5,40,000/-
36	Nitin Pawar Ghodbunder Road Mbmc School Chena Village Thane Maharashtra	MSW	Aseema Charitable Trust G3, Josephine Apartments, Chimbai Road, Bandra West, Mumbai	Annual CTC: 3,24,000/-

S. No	Name of student placed with his/her contact details	Programme completed	Name of the employer with contact details	Pay package at the time of appointment
37	Archana Sharma Banwary Mishtry, Saratpally,South Dhadka,Dakhain Dhadka Asansoal,West Bengal 713302	BSW	Rescue Foundation Plot No, 39, Fatimadevi Road, Kandivali (W, Poisar, Borivali, Mumbai, Maharashtra 400067	Annual CTC: 1,70,000/-
38	Pranil Misale New Mhada Colony Pmgp Colony Chaitanya Chs Bldg No 99 Room No 210 Ambedkar Nagar Mankhurd	MSW	BSES MG Hospital (Medical Social Worker)	Not Mentioned
39	Nida Parvez E/3 Diamond Estate Kalina Santacruz East Mumbai 400098	MSW	FATSMEAGOL	Not Mentioned
40	Anuja Virmani Rz- 36, Vishwas Park, T Extension, Uttam Nagar, West Delhi - 110059	MSW	Chetna, 40/22, Manohar Kunj, Gautam Nagar, New Delhi, Delhi 110049	Annual CTC: 4,56,000/-
41	Nicolina Kerketta St. Josephs Convent, Provincial House, Digha Ghat P.O., Patna, Bihar 800011	BSW	Chirag Education Culture and Health Awareness Centre	Annual CTC: 3,00,000/-
42	Jyoti Devaram Balakh At-Kas Post-Devdongara Tal-Trimbakeshwar Dist- Nashik 422204	BSW	Kishan Goradia Vishvruti foundation	Annual CTC: 5,28,000/-
43	Priyanka Jaiswar Mankhurd Mandala, Mumbai 400043	BSW	Vision Rescue Kannamwar Nagar I, Vikhroli East, Mumbai, Maharashtra 400083	Annual CTC: 2,40,000/-
44	Anudnya Waghmare Flat No. 9, 2nd Floor, Om Shiv Mahima Apartment, Behind Ma Lakshmi Dham, Dp Road, Badlapur (East) 421503	BSW	Dasra 1st Floor, Impact Foundation (India F1, Shakti Mills Ln, opposite G5A Laxmi Woollen Mills Estate, off Dr. E. Moses Road, Mahalaxmi (West, Jacob Circle, Mumbai, Maharashtra 400018	Not Mentioned
45	Dhruv Upadhyay Ganesh Welfare Soc, Opp Ganesh Mandir Santosh Nagar Goregaon (East) Mumbai 400063	BSW	Karunya Trust, Bishops House, B/38, IIT PO, Hanuman Road, Powai, Mumbai, 400076	Not Mentioned

### 5.2.2 Percentage of Placement of outgoing students and students progressing to higher education

<b>Name of student enrolled for higher education</b>	<b>Programme completed</b>	<b>Name of institution joined</b>	<b>Name of programme admitted to</b>
Pradnesh Gireesh Dhumar	BSW	Rajiv Gandhi Centre, University of Mumbai	Masters in Social Work
Pravin Mhase	BSW	School of Social Work, Roshani Nilaya College, Mngalore	Masters in Social Work
Juee Sakpale	BSW	Tata Institute of Social Sciences	Masters in Social Work, specialisation in Women centred social work practice
Gouri Sanap	BSW	Tata Institute of Social Sciences, Tuljapur	Masters in Social Work
Gayatri Tanajai	BSW	Chhatrapati Shahu Institute of Business Education And Research kolapur	Masters in Social Work
Tejasvi Gamre	BSW	College of Social Work, Nirmala Niketan	Masters in Social Work
Gaurav Sansare	MSW	KJC Bangalore	Bachelors in Theology
Gargi Tiwari	BSW	College of Social Work, Nirmala Niketan	Masters in Social Work
Uma Yadav	BSW	College of Social Work, Nirmala Niketan	Masters in Social Work
Sienna Joshi	BSW	School of Social Work, Roshani Nilaya College, Mngalore	Masters in Social Work
Shravanee	BSW	Azim Premji Univerisity Bangalore	MA in Development Studies
Rupesh Sutar	BSW	Azim Premji Univerisity Bangalore	MA in Development Studies
Janmesh Tandel	BSW	IGNOU	MSW
Antara Saxena	BSW	IIT Hyderabad	MA in Development Studies
Nibha Chowdhary	BSW	College of Social Work, Nirmala Niketan	Masters in Social Work

### 5.2.3 Percentage of students qualifying in state/national/international level examinations out of graduated students

#### 5.2.3 Details of students who qualified in state/ national/ international examinations during the year

Registration number/Roll number for the exam	Names of students selected/ qualified														Other examinations conducted by the State / Central Government Agencies (Specify)	Total (7)
	NET	IIT-JAM	SLET/SET	JRF	GATE	GMAT	CAT	GRE	JAM	IELTS	TOEFL	Civil Services	State government examinations			
MR43004430	Lenoy Jose	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA			
MR43004624	Anuja Virmani															
--	Gaurav Sansare															
--	Amita Jojo															
--					Antara Saxena											
--															Juce Sakpal (CUET 2025)	
--															Gowri Sanap (CUET 2025)	
<b>Total</b>	<b>4</b>				<b>1</b>										<b>2</b>	<b>Total (7)</b>

Registration number/Roll number for the exam	Names of students who appeared														Other examinations conducted by the State / Central Government Agencies (Specify)	Total (7)
	NET	IIT-JAM	SLET/SET	JRF	GATE	GMAT	CAT	GRE	JAM	IELTS	TOEFL	Civil Services	State government examinations			
--	Ramita	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
--	Dino Toppo															
--	Sneha Suryavanshi															
--													Nitin Pawar (MPSC 2025)			
--															Zainab Shaik ( CUET 2025)	
--															Dhruv Upadhyay ( CUET 2025)	
2022016401498143															Sienna Joshi ( CUET 2025)	
<b>Total</b>	<b>3</b>												<b>1</b>		<b>3</b>	<b>Total (7)</b>

### 5.3 STUDENT PARTICIPATION AND ACTIVITIES

5.3.1 Number of awards/medals for outstanding performance in sports/cultural/literary activities at inter-university or inter-collegiate/zonal/regional/state/national/international level in the said academic year.

<b>Name of the award/ medal</b>	<b>Team / Individual</b>	<b>Name of the student</b>	<b>Inter-university / State / National / International</b>	<b>Name of the event</b>	<b>Month and Year</b>
3rd Prize in Street Play competition	Individual	Ms. Arshiya A. Pathan	Inter-collegiate	Mumbai Suburban Youth Festival	February-2025
3rd Prize in Carrom Singles competition	Individual	Sariput Bhadrike	National	Carrom Singles competition at Alegria 2025	2025
2nd Prize in Indian Classical Dance Competition	Individual	Laxmi	Inter-collegiate	Inter-collegiate Youth Festival, organised by University of Mumbai	2025
1st Prize in Story Writing Competition	Individual	Angela Ann Saji	Inter-collegiate	Story Writing Competition at College of Home Science, Nirmala Niketan, Mumbai.	2025
Second position in the Slogan-writing competition	Individual	Ms. Arva Shikari	City level	Slogan-writing competition organised by Men Against Violence and Abuse	15-16th February 2025
Elected as District President	Individual	Baliram Yadav	State level	Shadow Cabinet of Sakal Media Group's Young Inspires Network (YIN) Ministry	1st January 2025 to 31st December 2025

Students during the academic year 2024-25 and 2025-26 brought pride to the institution with outstanding accomplishments across platforms:

### **2024-2025**

1. Sports: **Sariput Bhadrike** secured third place in the Carrom Singles competition at **Alegria 2025**, a national-level inter-collegiate festival organized by the Mahatma Education Society's Pillai Group of Institutions. **Competition:** Carrom Singles, Alegria 2025 (Pillai Group of Institutions)
2. Performing Arts: Laxmi (BSW II) won the 2nd Prize in Indian Classical Dance at Inter-Collegiate Youth Festival, organised by University of Mumbai, September 2025
3. Literary Excellence: Angela Ann Saji (BSW I) secured 1st Prize in Story Writing Competition at College of Home Science, Nirmala Niketan, Mumbai.
4. Street Theatre: Ms. Arshiya A. Pathan, MA Social Innovation & Entrepreneurship student secured 3rd Prize in the Street Play Competition in Mumbai Suburban Youth Festival held on 1<sup>st</sup> February 2025 organized by Anubhav Youth Development Centre, College of Social Work (Empowered Autonomous), Nirmala Niketan.
5. Poetry Recitation- Ms. Arva Shikari (MSW 1) secured second position in the Slogan-writing competition organized by Men Against Violence and Abuse on 15-16<sup>th</sup> February 2025.

### **Leadership**

Baliram Yadav (BSW 1) was elected as the District President in Shadow Cabinet of Sakal Media Group's Young Inspires Network (YIN) Ministry, 2025 held in Nashik for the one-year duration (1<sup>st</sup> January 2025 to 31<sup>st</sup> December 2025).

Dnyaneshwar Ishte (BSW 1) - 3<sup>rd</sup> place in National Level Inter-Collegiate Competition

College of Social Work demonstrated exceptional talent by winning the Third Prize at the Vivek Jagar Karandak Street Play Competition 2024. This competition was held on 18 August 2024 at

---

Panvel, organised by Maharashtra Andhashradha Nirmulan Samiti (Maharashtra Superstition Eradication Committee) and revolved around the theme of Hatachi Ghadi Tondavar Boat (Raising Voice against the injustice is important but people are not raising the voice).

## **2025-2026**

### **Best Director's Award in Street Play Competition"**

The College of Social Work (Empowered Autonomous), Nirmala Niketan, has demonstrated exceptional talent by winning the 'Best Director's Award' at the Vivek Jagar Karandak Street Play Competition 2025. This competition, held on August 17, 2025 in Panvel was organised by the Maharashtra Andhashradha Nirmulan Samiti (Maharashtra Superstition Eradication Committee) and revolved around the theme of 'Manuskichi Hatya' (Murder of Humanity). This accomplishment highlights the College's dedication to using street theatre as a powerful medium for social awareness and impact. This win is a testament to the hard work and creative vision of the Director, Mr. Sandesh Lalge and the entire team of students from both the Bachelor's and Master's programs of Social Work. This win demonstrated their ability to deliver a powerful message on a crucial social issue. Following are the list of the students who had participated:

Mr. Kalpesh Ramesh Masmar

Mr. Shyam Raju Gaikwad

Ms. Arya Khanolkar

Mr. Saish Surendra Salgavkar

Ms. Dipanshi Aggrawal

Ms. Mansi Umesh Gangurde

Mr. Chetan Chhagan Yadav

Mr. Yogeshwar Chintamani Bajare

Mr. Sangharsh Rajkumar Agre

Mr. Baliram Ananda Yadav

Mr. Ganesh Shivaji Khanpat

Mr. Ashish Milind Jadhav

Ms. Mansi Ganpat Raut

---

## **University of Mumbai Youth Festival (58th Inter-Collegiate Youth Festival – Final Round)**

Students from the MASIE-II years, Mr. Rushikesh Nighot and Mr. Saurabh Chaudhari participated in Short Film Making Competition.

Mood Indigo, IIT Bombay (2025) (15th to 17th December 2025)- Five MA-SIE First Year students – Bhakti Mundada, Muhammad Kaif, Tanzila Malek, Durva Uttekar, and Akshada Kengar participated in Street Play Competition. Muhammad Kaif also participated in Urdu Slam Poetry, while Bhakti Mundada participated in the Quiz competition.

Bhakti Munadada served as the Contingent Leader (CL) and Muhammad Kaif as Assistant Contingent Leader (ACL).

**Campus Ambassador Engagement:** Ms. Snehal Tiwari (MA-SIE II) served as Campus Ambassador for IIT Bombay E-Cell, actively contributing to entrepreneurial outreach, student engagement initiatives, and ecosystem-building activities within the campus.

## **Entrepreneurial Fest – Arambh’25(17th September 2025)**

The MA in Social Innovation & Entrepreneurship (MA-SIE) department organized Arambh’25, an Entrepreneurial Fest on 17th September 2025 at the Goregaon Campus of Nirmala Niketan. The Fest Head Ms Arshiya Pathan (MA-SIE 2nd year), along with the MA-SIE 1st year and 2nd year students

The fest comprised two flagship competitions: a Business Pitch Competition and an Idea Hackathon on the theme of E-Waste Management. Arambh’25 attracted 283 registrations from across India, with over 150 attendees including students, faculty, jury members, sponsors, and guests. The event promoted innovation, feasibility, and social impact through structured evaluation, jury feedback, and award recognition. The Idea Hackathon focused on addressing India’s growing e-waste challenge through technology-driven, community-based, and circular economy solutions. The Business Pitch Competition featured over 25 entrepreneurial ideas spanning waste management, inclusive communication, and sustainability

---

**Business Pitch Competition: At Arambh'25(17th September 2025),** Ms Snehal Tiwari and Mr Om Raghushe (MA-SIE II) participated in the Business Pitch Competition by presenting “HaathBol,” a social enterprise idea focused on inclusive communication. The presentation articulated the venture’s social relevance, business model, and scalability potential.

**Market Day Activity (15th September 2026):** As part of experiential entrepreneurship learning, MA-SIE students participated in the College’s Market Day Stall Exhibition at Churchgate campus. Participants included Snehal and Om (MA-SIE, Second Year), and Bhakti, Tanzila, and Shereena (MA-SIE, First Year). Snehal and Om showcased Ovii – The Solid Scent of Impact, a sustainable personal care venture, while Shereena presented handmade, fresh chicken pickle. Bhakti exhibited hand-painted decorative diyas, and Tanzila showcased handmade crochet flowers and earrings. The activity enabled students to apply entrepreneurial skills in a real-market setting while engaging students and faculty in impact-driven entrepreneurship

### **5.3.2 Students’ Committees**

This year we had statutory Students’ Council as one body and another Extra-curricular committee (non-statutory committee) to facilitate smooth students’ engagement in College administration and for effective organization of various academic, sports and cultural events in College.

#### **Students’ Council**

As per the Maharashtra Public University Act, 2016 requirements, students’ council was constituted at College for the year 2024-25 along with the non-statutory Extra-curricular committee. Students’ council comprised of 13 members, with two representatives from the College authorities (i.e. the principal, and the faculty nominee), and 11 members as students (5 students representing women, sports, literary, & cultural fields, and 6 students from each class, selected based on merit). Students ‘council acted as a bridge and connecting link between College management, administration and students to facilitate smooth students’ engagement in College administration and for effective organization of various academic, sports and cultural events in College.

---

### **Extra-Curricular Committee**

The development of skills amongst students is an important component of Institute's mission and objectives. At College of Social Work, Nirmala Niketan opportunities for these are provided through various clubs and committees that are in operation. College of Social Work, Nirmala Niketan has an active and vibrant students' community. In order to ensure that students take proactive lead in organizing various literary, cultural and sports events both at the intra-collegiate and inter-collegiate level, a representative Extra-Curricular Committee was constituted at the College level. This committee had elected representatives from each class as Class Representative and representative for each of the three committees: literary, sports and cultural events.

Through the combined efforts of the Student Council and the Extra-Curricular Committee, the College of Social Work, Nirmala Niketan, nurtured holistic student development while upholding the institution's ethos of social responsibility, inclusivity, and leadership. With meaningful sessions, inter-collegiate collaborations, national-level achievements, and the flagship cultural festival RIWAYAT 2025, this year has strengthened the College's reputation as a hub for creativity, advocacy, and student empowerment.

### **Students' Council Activities:**

The Student Council played a vital role in representing student voices and leading initiatives that enhanced academic engagement and social awareness. One of the most impactful programs was the awareness session on Violence against Women and Standing against Rape Culture (21st August 2024), featuring Advocate Abha Singh, who addressed legal frameworks and the responsibility of social workers in gender justice. This session motivated students to embrace advocacy as an integral part of their professional journeys. The Inter-Collegiate Seminar (28th September 2024) provided a platform for undergraduate students across Mumbai to exchange ideas on pressing social issues and policy interventions. The event promoted academic collaboration and inspired students to contribute actively to social transformation. The year concluded with the Annual General Body Meeting (13th February 2025), which consolidated student participation and set the vision for the year ahead.

---

### **Extra-Curricular Committee Initiatives:**

The Extra-Curricular Committee ensured that students actively participated in literary, cultural, and sports events both within and beyond the College.

The year began with International Yoga Day (26th June 2024), which emphasized mindfulness and well-being, followed by the Young India Unchained Orientation Program (3rd July 2024), conducted with Prakruti Organization, focusing on youth empowerment and leadership.

A series of celebratory and awareness-driven events marked the academic calendar, including the Fresher's Party (24th July 2024), Independence Day celebrations (14th August 2024), Teachers' Day program (4th September 2024), and a Suicide Prevention Awareness Program (25th September 2024) led by mental health experts.

The year ended on a festive note with the Christmas Party (18th December 2024), creating a sense of unity and joy.

The Extra-Curricular Committee further organized Sports Day (11th January 2025), the intercollegiate socio-cultural festival RIWAYAT 2025 (25th January 2025), the College Annual Day (22nd February 2025), and the Farewell Party (26th March 2025), each of which highlighted the talent, creativity, and spirit of the student community.

The Indoor Sports Day (28th August 2024) saw wide participation in chess, carrom, badminton, and table tennis. The Annual Sports Day (11th January 2025) featured track and field events such as the 200m race, relay races, and shot put, along with kabaddi, football, and volleyball matches, which generated immense enthusiasm.

Students also represented the College in Inter-Collegiate University Tournaments, with strong performances in kabaddi and table tennis, reflecting the institution's commitment to competitive sports.

---

### **Cultural Festival: RIWAYAT 2025**

The flagship event, RIWAYAT 2025, brought together 25 Colleges, 138 registered participants, and 15 spot entries, alongside the active involvement of 125 students from our College.

#### **5.3.3 Activities carried out by both the committees during the year 2024-25**

<b>Name of the event/competition</b>	<b>Date of event/competition (DD-MM-YYYY)</b>
International Yoga Day	26th June 2024
Session on Anti human- trafficking	3rd July 2024
Fresher's Party	24th July 2024
Teachers' Day Program	4th September 2024
Session on Suicide Prevention	25th September 2024
Inter-Collegiate seminar on Know Your Rights. Kya Aapko Pata Hai?	28th September 2024
Independence day Program	14th August 2024
Indoor sports	
Inter-faith committee program	7th March 2025
Indoor sports	August-September 2024
Suicide Prevention	13 <sup>th</sup> September 2024
GBM	13 <sup>th</sup> February 2025
Christmas Party	23rd December 2024
RIWAYAT	25th January 2025
Annual Sports day	11th January 2025
Annual Day	22nd February 2025
Farewell Party	26th March 2025

**The activities of the Student Council from June to September 2025 are enumerated below:**

**Celebration of International Yoga Day on 17<sup>th</sup> June & 21<sup>st</sup> June, 2025:**

A yoga session was conducted on 17th June 2025 from 9:00 am to 10:00 am by the student council at the College of Social Work, Nirmala Niketan, to celebrate International Yoga Day, which is observed on 21st June every year. The session was conducted by Ms Sakshi Oza, a certified and experienced yoga teacher and founder of Oza's Fitness. Ms Oza led the students through a revitalising morning practice that included Pranayama, Surya Namaskar, asanas, and simple meditation techniques aimed at enhancing physical, emotional, and mental well-being. A total of 80 students participated in the session.

Another session was also organised by the student council in collaboration with the orientation committee on 21<sup>st</sup> June 2025. This was especially for the BSW W I Student as a part of their Orientation program.

**Session of SIP: "Growing Wealth through Mutual Funds: A Beginner's Guide – A SIP to Crorepati: Harnessing the Power of SIP", 16<sup>th</sup> July 2025, by Sharekhan company**

*Resource Person: Mr Naveen Sharma, ND Channel Head, ICICI Prudential AMC*

The session was mainly organised to spread awareness amongst the students regarding SIP and mutual funds. The idea was to help students get into the saving mentality at a very early age so that they are able to save for their future. The session got a very good response from the students as well as the teaching and non-teaching staff.

**Freshers Party, 23<sup>rd</sup> August 2025**

A freshers party was organised by the BSWII, BSW III and MSW II students to welcome the freshers of BSW I and MSW I. The program was organised on 23<sup>rd</sup> August, 2025 in the BSW hall. The attendees included the teaching, non teaching staff as well as the students. A series of performances were organised by various classes along with some spot games and competitions to select Mr and Mrs. Fresher. This was a vibrant and joyful event filled with excitement, laughter, and bonding between seniors and freshers. The freshers truly felt welcomed by the

---

College through this event.

### **Independence Day Celebration on 13<sup>th</sup> August 2025:**

The program was organized to celebrate the 77<sup>th</sup> Independence Day. The theme for the event as decided by the Student Council was *The unfinished revolution: A call for responsibility*. The program started by an address by the senior most person from the Management Dr. Hazel D'Lima who is also the ex Principal of the College. This was followed by some performances and competitions, which included a Skit competition and extempore speech competition. The program was successful in arousing the spirit of patriotism amongst all the students and staff.

### **Teachers' Day Celebration on 3<sup>rd</sup> September 2025**

The student council organised a program on the occasion of Teachers' Day to facilitate all the teaching and non-teaching staff. The program was laced with some beautiful events to honour the teachers, which included song and dance performances by the students. The students requested that the teachers also put up a small performance. All the teachers and staff were overwhelmed by the love showered by the student body.

### **Suicide Prevention Program on 10<sup>th</sup> September, 2025:**

*Resource Person: Ms Roshni Tiwari and Ms. Gunjan Adnani*

This program was organised by the Student Council and the student counsellor in collaboration with Talk to Me, organisation. The resource person addressed on the importance of mental health awareness and early intervention in preventing suicide. They spoke with great sensitivity and clarity, engaging the audience with real-life insights, practical coping strategies, and the message that reaching out for help is a sign of strength. The event was impactful and left the participants with a deeper understanding of how they can contribute to building a supportive environment.

### **Indoor Sports Day Celebration on 15th December 2025:**

Indoor Sports Day was organized on 15th December 2025 from 2:00 p.m. to 5:30 p.m. across various classrooms to promote physical fitness, mental alertness, teamwork, and healthy competition among students. The event featured a range of engaging indoor games including the Balancing Obstacle Game, Target Throw Game, Carrom (Doubles), and Chess for both boys and girls. Students from BSW and MSW actively participated with enthusiasm, displaying

---

coordination, focus, strategy, and sportsmanship. The lively atmosphere, supportive peer interaction, and well-organized conduct of games made the event enjoyable and refreshing. Overall, Indoor Sports Day was a successful initiative that encouraged holistic development, camaraderie, and positive recreation among youth and young adults.

**Student Council Planning and Review Meeting on 16th December 2025:** A Student Council Initiative Meeting was conducted on 16th December 2025 at 2:15 p.m. in the BSW III classroom to review past activities and plan upcoming events. The meeting was led by Ms Purvi, General Secretary, in the presence of faculty members, including Dr Saman, Ms Sabeena, and Ms. Vinnarasi. The session included a detailed review of student council events held throughout the academic year, an explanation of the Student Council structure and scoreboard system, and announcements of upcoming initiatives. Important highlights included the introduction of the College magazine “NEEVY,” a briefing about the major event RIWAYAT 2025 with the theme “Beyond the Boundaries,” and preliminary details of Annual Day 2026 themed “UDAAN – Wings of Hope.” The meeting concluded with announcements, clarification of attendance norms, and a vote of thanks, marking it as a well-organized and informative session.

**Christmas Day Celebration on 22nd December 2025:**

The Student Council organized a joyful Christmas Day celebration on Monday, 22nd December 2025, at the BSW-1 Hall from 2:30 PM onwards. The program aimed to spread the spirit of love, joy, and togetherness associated with Christmas. It included a meaningful Christmas skit by BSW-2 students highlighting values of compassion and sharing, followed by carol singing that created a festive atmosphere. The celebration was further enlivened with interactive games such as Blindfolded Gift Wrapping, Crossword participation, and filling the Snowman, which encouraged enthusiastic inter-class participation. Gifts, chocolates, and refreshments were distributed, adding warmth to the occasion. Overall, the program successfully fostered unity, creativity, and festive cheer among students.

**RIWAYAT 2025: Beyond the Boundaries – A Celebration of Culture, Creativity, and Youth Expression**

The College of Social Work (Empowered Autonomous), Nirmala Niketan, Mumbai, successfully organized RIWAYAT 2025, its annual inter-collegiate socio-cultural fest, on 12th, 19th, and

---

20th December 2025 at the Goregaon campus. Anchored in the powerful theme “Beyond the Boundaries,” RIWAYAT 2025 created a dynamic platform for students to express creativity, voice ideas, and celebrate diversity beyond conventional limits. The three-day fest witnessed the enthusiastic participation of 238 students from 31 Colleges across Mumbai, making it a vibrant convergence of talent, innovation, and collaboration. The event was strongly supported by RUSA (Rashtriya Uchchatar Shiksha Abhiyan) as the major sponsor, whose generous funding played a pivotal role in the smooth and successful execution of the fest. The official RIWAYAT 2025 T-shirts were partnered with Loyola Institute of Business Administration (LIBA), Chennai. The festival commenced on 12th December, dedicated to literary and creative events such as Vichar Abhivyakti (Essay Writing), Kavyasutra (Poem Writing), Kalakriti (Poster Making), along with online submissions for Lenscape (Photography) and Reel-O-Graphy (Reel Making). These events provided students with an opportunity to articulate thoughts, emotions, and personal stories aligned with the fest’s theme. On 19th December, the campus was transformed into a canvas of colours during Rangotsav – the Rangoli Making Competition, where participants creatively narrated stories through vibrant, eco-friendly designs. The main day on 20th December marked the grand culmination of RIWAYAT 2025, featuring the maximum number of competitions and performances. Events such as Taal Tarang (Solo & Group Dance), Sur Sangam (Solo Singing), Badlav Ki Dhun (Awareness Group Singing), and Surat-E-Riwayat enthralled the audience with energy, emotion, and social relevance. The fest also hosted 10 stalls, adding to the lively and celebratory atmosphere of the campus. RIWAYAT 2025 stood as a testament to student leadership, cultural expression, and social consciousness. The fest successfully reinforced the institution’s commitment to holistic education by encouraging students to step out of comfort zones, celebrate individuality, and engage creatively with society.

---

### 5.3.4 Any other events through active clubs and forums

#### Rotaract Club

The Rotaract Club of the College of Social Work functions with the aim of developing leadership, professionalism, and social responsibility among students. The club actively organizes community service, social awareness, and professional development activities. It encourages students to engage in meaningful service projects that address societal needs. Through teamwork and collaboration with Rotary, the club nurtures ethical values and civic engagement. The Rotaract Club plays a significant role in empowering students to become responsible and socially conscious citizens.



#### Activities organized in 2024-25

The Rotaract Club of the College of Social Work (Empowered Autonomous), Nirmala Niketan organized an entrepreneurial exhibition titled “Junoon 2025” on 9th January 2025 with the primary objective of providing a public platform for small business enterprises to showcase and sell their products. The exhibition also served as a fundraising initiative to mobilize resources for the Rotaract Club and the Student Welfare Fund. Through this event, students gained hands-on experience in planning and managing a large-scale program, including coordinating with stall owners, venue management, fundraising, participant mobilization, account handling, and hospitality management. Junoon 2025 was a fully sponsored event with zero financial support from the College, as students successfully mobilized resources for stalls, lighting, printing, and food arrangements for business participants and club members. The program commenced at 10.00 am with the inauguration by Dr. Lidwin Dias, Principal, College of Social Work (Empowered Autonomous), Nirmala Niketan, and featured 14 stalls offering a wide range of products such as clothing, food items, jewellery, cosmetics, and more. Owing to the College’s

prime location in South Mumbai, surrounded by offices and educational institutions, the exhibition attracted a footfall of over 500 visitors and concluded at 8.30 pm. The students mobilized Rs. 33,200 as sponsorship, while an additional Rs. 43,000 was generated from the stalls towards club activities and the Student Welfare Fund. The participating stall owners reported good financial returns and expressed appreciation for the efficient hospitality and support provided by the students throughout the event.

### **Activities organized in the academic year 2025-26**

#### **Treasure Hunt-**

The Rotaract Club organized a Treasure Hunt for its club members on 7th October 2025 under the guidance of Faculty In-Charge Ms Nirmiti and Mr Albin Thomas. Participants were divided into Team Green and Team Blue and were required to solve clues and complete tasks placed at different locations across the College campus. The activity was filled with excitement as teams strategized, coordinated, and raced from one clue to the next, with Team Green emerging as the winner. The post-activity reflection highlighted the importance of teamwork, communication, and unity, as effective coordination helped one team perform better than the other. Overall, the activity strengthened group bonding and reinforced the value of cooperation in achieving shared goals.

#### **Nature and Ecology Exposure Trek to Karnala Bird Sanctuary-**

The Rotaract Club of Nirmala Niketan College organized an ecology field trek to Karnala Bird Sanctuary on 24th August 2025 (Sunday) with the objective of promoting environmental awareness, teamwork, and experiential learning. A group of 28 students and 2 teachers travelled together to Panvel and reached the sanctuary by 9:30 am, following which the trek commenced after a detailed safety briefing. The trek through the forest terrain provided students with an opportunity to observe biodiversity and natural ecosystems firsthand. Despite the physically engaging nature of the trek and weather conditions, students demonstrated discipline, perseverance, and cooperation throughout the activity. The descent was carried out carefully with mutual support among participants, ensuring safety and coordination. The programme concluded with a shared meal at **5:30 pm**, fostering a sense of unity among students and faculty. As an ecology trek, the activity enhanced students' understanding of environmental conservation and ecological balance, while reinforcing values of teamwork, responsibility, and sustainable

---

interaction with nature.



### **Junoon 2.0**

JUNOON 2.0 was organized by the Rotaract Club of the College of Social Work, Nirmala Niketan (RCNN) on 17th December 2025 as a live entrepreneurial exhibition aimed at empowering local businesses and supporting community-driven initiatives. The event brought together 19 entrepreneurs and organizations from sectors such as art, textiles, food, fashion, and social enterprises, providing them a platform to showcase their products and innovations. The total earnings from the event amounted to ₹1, 26,812, which included sponsorship contributions as well as income generated from stall fees. A key fundraising initiative involved coupon sales and sponsorships, through which the club raised a total of Rs. 67,900. The event was a resounding

---

success, fostering community connections, promoting local entrepreneurship, and inspiring collaborative growth. JUNOON 2.0 recorded a significant footfall of 1,091 participants, reflecting its growing reach and impact compared to previous editions. Beyond fundraising, the event served as an important experiential learning opportunity for Rotaract members, enabling them to develop skills in planning, coordination, promotion, and financial management. The activity reaffirmed RCNN's commitment to entrepreneurship, student leadership, and community engagement while creating a vibrant space for innovation and collaboration within the local community.

### **Women's Development Cell**

Promoting a gender-just society through our academic and field-based programmes has been a major thrust of the College of Social Work, Nirmala Niketan. The **Women's Development Cell** of the College plays a major role in this regard. The Women's Development Committee (WDC) actively promotes gender awareness and equality through its planned activities each year. Every year, the committee organizes various initiatives to promote gender awareness and sensitization through a series of events, workshops, and activities. The Women Development Committee includes representatives from various stakeholders: Faculty Representatives, Representatives from Non-Teaching Staff and two female students. The WDC team for the year 2024-25 comprised of the following members:

Dr. Saman Afroz (Convenor & Faculty representative)

Ms. Roshni Alphanso (Faculty Representative)

Ms. Maya Barsing (Non teaching staff representative)

Ms. Swati Kerkar (Non teaching staff representative)

Ms. Savita Hirave (Student representative)

Ms. Juee Sakpale (Student representative)

### **2024-2025**

The first program organised by the Women's development cell in the year 2024-25 was **Friendship Day**, which was organised on 7<sup>h</sup> August, 2024. A talk was organised by the committee on the theme of "Changing Notions of Relationships and Their Impact on the Mental Health of Young Adults", by Dr. Harish Shetty, a renowned Psychiatrist. Dr. Shetty began by highlighting the significance of relationships in our lives, emphasizing that they are a crucial

---

aspect of human existence. He noted that relationships have undergone a significant transformation in recent years, with the advent of technology, social media, and changing societal norms. Dr. Shetty discussed how modern relationships are often characterized by increased connectivity, yet decreased intimacy. He explained that while technology has made it easier to connect with others, it has also created a sense of isolation and disconnection. He noted that young adults, in particular, are vulnerable to the pressures of social media, which can create unrealistic expectations and promote consumerism. The speaker also touched upon the topic of changing family structures and the impact of nuclear families on relationships. He emphasized that the traditional support systems are breaking down, leaving young adults to navigate relationships without the guidance of extended family members. After the talk to commemorate the occasion, participants tied friendship bands to their new friends, symbolizing the nurturing of friendships. This activity encouraged students to connect, fostering a sense of community and belonging. The event then transitioned to a series of enjoyable activities, including jamming and solo performances. The jamming team, comprising MSW 1, 2, and BSW 1 students, delivered an energetic performance, showcasing their musical talents. The solo acts featured an array of performances, including dance, rap, singing, and poetry, by students from various years and courses. The performances were impressive, entertaining, and showcased the diverse talents of the students. Some interesting pre-event activities were also planned which included letter writing and a selfie with a new friend. These were conducted through out the week as a prelude to the main event.

The WDC organized the **14<sup>th</sup> Kranti Jyoti Savitri Bai Phule lecture series**. The lecture was organized on 8<sup>th</sup> January 2025. The program started with a talk by Dr. Jalinder Adsule, ex faculty of College of Social Work, on "Savitribai: An Empowered Woman and a Social Reformer." This was followed by a captivating theatre performance on Savitribai's life by Navyan Mahajalsa, Shahir Shital Sathe, Sachin Mali, and Co-artists. The theatre performance, presented by Shahir Shital Sathe, Sachin Mali, and Co-artists, was a poignant portrayal of Savitribai's struggles and triumphs, and it left a lasting impact on the audience. The performance was a tribute to Savitribai's life and work, and it inspired the audience to emulate her values and principles. The performance was a unique blend of traditional Maharashtrian folk music and theatre, featuring a range of artistic expressions, including Ovi, Powada, and Hindi songs. The event also included

---

a poster-making competition on the theme "Agar Main Savitri Hoti" (If I were Savitri), which was organized by the WDC. The competition saw an overwhelming response from students, who showcased their creativity and talent through their posters. The winners of the competition were announced after the event, and they were awarded prizes by the faculty members.

The last event organised by WDC for the year was celebration of **International Women's Day 2024** on 9<sup>th</sup> March 2024. The International Women's day program was celebrated aligning with the theme given by the UN for the year 2024 which is Inspire Inclusion. While the main event was organised on 9<sup>th</sup> March, a series of events were organised as a prelude to the main celebrations. The WDC dedicated an entire week as women's week, starting from 4<sup>th</sup> March 2024 to 9<sup>th</sup> March 2024 where in a range of activities were organised for the students. These included writing your message on Inclusion (4<sup>th</sup> March), Cross dressing where boys were encouraged to wear girls clothing and girls boys (5<sup>th</sup> March), Pose and post on Social Media the Inclusion pose with # IWD2024INSPIRE INCLUSION (7<sup>th</sup> March). Besides these on 6<sup>th</sup> March, 2024 a session was organised by Srujna foundation on Financial Literacy. A poster making competition on Inspire Inclusion was conducted on the same day, where in around 14 students participated from across classes.

The final celebrations were held on 9<sup>th</sup> March, A special panel of 5 women from various marginalised groups were selected to share their journey of Inclusion. These included: Dr. Sheetal Kamble (Dalit activist), Ms. Daniela Mendonca (LGBTQ activist), Ms. Sara Tandel (Child right activist from economically weak background), Ms. Sadiya Shaikh (Muslim minority activist), Ms. Poonam Pardesi (Disabled rights activist). Each of the 5 resource persons shared their very inspiring and unique journeys of inclusion which surely acted as inspiration to the students. Besides, students from various classes had come together to put up a street play on Inclusion which was well appreciated by all. Towards the end of the event a Fashion Show on Inclusion across professions were put up by the students where in students came up with unique ideas of a woman being a temple priest, a biker, a soldier and a man being a homemaker. Ms. Akhina Hansraj, our ex-student working with Akshara and having her own online clothing line was invited to be the judge for this fashion show. To create the ambience, the WDC team distributed purple badges and all were encouraged to dress in Purple as that was the color given by UN for the International Women's day. A collage was prepared by the team which captured

---

the beautiful pictures of inclusion that were clicked across the campus. This collage was displayed as a backdrop. A video was also shown capturing the various activities that were conducted throughout the week as part of the celebration. Posters made by the students in the poster making competition were also exhibited. Certificates were given to the winners of the poster-making competition, fashion show and participants of the Street play competition. The program was well appreciated by one and all.

## **2025-2026**

### **Friendship Day Week 2025**

The first major activity of the Women Development Cell was the **Friendship Day Week 2025**, organized from **30th July to 6th August 2025**. The week-long programme focused on strengthening values of empathy, solidarity, inclusion, and emotional support within the campus community. A variety of creative and reflective activities, such as storytelling, reel-making, letter writing, interactive games, and a friendship photo booth, were conducted throughout the week, encouraging active participation from students and staff. The **final day marked the formal celebration of Friendship Day**, which concluded with an enriching expert session on **“Building Positive and Healthy Friendships.”** The session was conducted by **Ms Binaifer**, the resource person for the programme, who guided students on trust, empathy, healthy boundaries, and respectful relationships, bringing the Friendship Day Week celebrations to a meaningful and reflective closure.

### **Krantijyoti Savitribai Phule Lecture Series**

As part of its academic and social awareness initiatives, the Women Development Cell organized the **14th Krantijyoti Savitribai Phule Lecture Series** on **7th January 2026**. The theme of the lecture was *“Contemporary Perspectives on Crime Against Women and Social Justice.”* The guest speaker, **Ms. Gauri Ashok Vichare**, Head Constable, Crime Against Women Cell (CAWC), CID Crime Branch, Mumbai, delivered an insightful and engaging session. The session witnessed the participation of approximately **140 participants**, including around **120 students**, along with teaching and non-teaching staff. The programme encouraged critical reflection on issues related to crime against women, legal safeguards, and social justice mechanisms.

---

### **Financial Awareness session for Girls**

Following this, the Women Development Cell organized a **Financial Awareness Program for Girls** in collaboration with **Mirae Asset Mutual Fund (Mirae AMC)** and **CIEL** on **12th January 2026**. The programme aimed to enhance financial literacy among College girl students and build awareness on the importance of early financial planning, saving, and investing. The session promoted the concept of Systematic Investment Plans (SIPs) and mutual fund investing as accessible tools for young women. It also reinforced the institution's role as a socially responsible educational institution committed to empowering students with practical life skills and creating a future pool of informed savers and investors.

### **Dissemination of HUMRAH Video Series on POCSO**

The final activity in the sequence was the **Dissemination of the HUMRAH Video Series on the POCSO Act**, organized on **13th January 2026** in collaboration with **Prerana**. The session began with **Ms Priti Patkar**, Founder of Prerana, who set the context by speaking on the Protection of Children from Sexual Offences (POCSO) Act, highlighting child rights, safety, and access to justice. This was followed by the Prerana team, who conducted a short video screening from the HUMRAH series, followed by an interactive discussion and question-and-answer session. The programme enabled students to gain meaningful insights into child protection laws and the role of educational institutions in safeguarding children.

### **Equal Opportunity Cell**

During the academic year 2024–2025, the College of Social Work (Autonomous), Nirmala Niketan, through the Equal Opportunity Cell and academic initiatives, organized a diverse range of workshops, conferences, and support programmes aimed at promoting inclusivity, academic excellence, professional readiness, cultural awareness, and social consciousness among students.

A Body Mapping Workshop, facilitated by Ms. Irene Tayshete, Development Professional, introduced Bachelor of Social Work students to an arts-based therapeutic tool for self-reflection, emotional expression, and empathy-building, with practical applications in community and therapeutic social work.

---

To enhance employability skills, a Session on CV Writing and Interview Skills was conducted by Mr. Ajay Damodar, Programme Head, Sneha Asha Foundation. The session focused on professional CV preparation, interview techniques, communication skills, and confidence-building through interactive discussions and mock interviews.

Cultural and linguistic awareness was promoted through a Heritage Walk in Mumbai's Fort Bazaar area, led by Ms Tanya George, designer and typography researcher. The experiential walk enabled students to explore Mumbai's multicultural heritage, multilingual signage, and historical narratives, fostering appreciation for diversity and inclusion.

A Workshop on Scholarship Opportunities for Students, conducted by Mr Chetan Wagh, Co-Founder, Navnirman Savitri Phule Foundation, created awareness about government and private scholarships, including schemes for marginalized communities and construction workers. Students were introduced to platforms such as Buddy4Study and Vidya Sarthi to facilitate access to educational financial support.

A Soft Skills Training Workshop, facilitated by Mr Rohan, focused on communication, teamwork, leadership, time management, and professional values essential for effective social work practice. Interactive activities and reflective discussions helped students identify strengths and areas for improvement.

Creative approaches to social change were explored through a Workshop on Awareness Songs, led by Mr. Shirish Pawar, singer and social activist. The workshop demonstrated how music can be used as a tool to address issues such as caste discrimination, gender inequality, and communal harmony, inspiring students to integrate art into social work practice.

Complementing this, a Workshop on Street Play was conducted by Mr. Dinesh Shetty, actor, writer, director, and trainer. The hands-on workshop trained students in street theatre techniques, including still images, voice modulation, dialogue delivery, and audience engagement, enabling effective community awareness and advocacy.

The Equal Opportunity Cell also organized VOCAL Conference 3.0 on the theme "*From*

---

*Thoughts to Action*”, chaired by Ms. Gauri Sanap. The conference encouraged critical engagement with Ambedkarite, Bahujan, and progressive literature through panel presentations by students on works by Dr. B. R. Ambedkar, Vasant Moon, Mahashweta Devi, and Govind Pansare. The conference fostered analytical thinking, dialogue on caste, gender, tribal rights, and social justice, and emphasized translating knowledge into transformative action.

To support students from vernacular and economically disadvantaged backgrounds, Supportive Study Classes were conducted for BSW 1st Year students in two phases.

- The first phase (August–September 2024, 30 hours, Marathi medium) supported 19 students and focused on core subjects such as Social Work Methods, Psychology, Environmental Studies, and Professional Ethics through interactive teaching and mentoring.
- The second phase (March–April 2025, 20 hours, Marathi–Hindi medium) supported 9 students and covered Sociology, Life Skills, Human Growth and Development, and Social Work Practice with Individuals and Families using discussions, case studies, and role plays. These classes significantly improved academic performance, language comprehension, confidence, and exam preparedness, demonstrating the institution’s commitment to equitable academic support.

These initiatives of the Cell strengthened students’ academic foundations, professional competencies, cultural sensitivity, creativity, and social awareness. The programmes reinforced inclusive education, experiential learning, and innovative social work practices, contributing to the holistic development of socially responsible and empowered future professionals.

---

**UNIT OF SOCIAL INNOVATION & ENTREPRENEURSHIP EXTRACURRICULAR  
ACTIVITIES ACADEMIC YEAR**

**2025- 2026**

**1. Entrepreneurial Fest – Arambh’25(17th September 2025)**

The MA in Social Innovation & Entrepreneurship (MA-SIE) department organized Arambh’25, an Entrepreneurial Fest on 17th September 2025 at the Goregaon Campus of Nirmala Niketan. The Fest Head Ms Arshiya Pathan (MA-SIE 2nd year), along with the MA-SIE 1st year and 2nd year students.

The fest comprised two flagship competitions: A Business Pitch Competition and an Idea Hackathon on the theme of E-Waste Management. Arambh’25 attracted 283 registrations from across India, with over 150 attendees including students, faculty, jury members, sponsors, and guests. The event promoted innovation, feasibility, and social impact through structured evaluation, jury feedback, and award recognition.

The Idea Hackathon focused on addressing India’s growing e-waste challenge through technology-driven, community-based, and circular economy solutions. The Business Pitch Competition featured over 25 entrepreneurial ideas spanning waste management, inclusive communication, and sustainability.

**2. Market Day Activity (15th September 2025)**

As part of experiential entrepreneurship learning, MA-SIE students participated in the College’s Market Day Stall Exhibition at Churchgate campus. Participants included Snehal and Om (MA-SIE, Second Year), and Bhakti, Tanzila, and Shereena (MA-SIE, First Year). Snehal and Om showcased Ovii – The Solid Scent of Impact, a sustainable personal care venture, while Shereena presented handmade, fresh chicken pickle. Bhakti exhibited hand-painted decorative diyas, and Tanzila showcased handmade crochet flowers and earrings. The activity enabled students to

---

apply entrepreneurial skills in a real-market setting while engaging students and faculty in impact-driven entrepreneurship.

### **3. International Yoga & World Environment Day Celebration (28th June 2025)**

International Yoga & Environment Day was celebrated on 28th June 2025 to promote physical health, mindfulness, and holistic well-being. Students participated in guided yoga and meditation sessions, followed by a campus nature walk focusing on environmental awareness. The activity reinforced the importance of sustainable lifestyles and mental well-being in social innovation education.

## **ALUMNI ENGAGEMENT**

The Alumni Association of the College of Social Work, Nirmala Niketan, has always been a strong source of support and motivation for both students and staff. Alumni actively participate as members of the IQAC and CDC committees and play an important role in the overall development of the College. Several scholarships and awards have been established in the name of alumni and are also sponsored by former students of the College. Alumni regularly guide current students and contribute greatly to their academic growth by conducting useful sessions, donating books and laptops, and offering other material and non-material support. The Total Number of members in the Alumni Association in 2024-25 is **611 members**

### **5.4.1 Alumni contribution in the said year to the institution through the registered Alumni Association**

This year, there was no financial contribution that came from the registered alumni association. However, there were individual contributions made by alumni members for College events and student scholarships

---



**ACADEMIC AUDIT REPORT**  
**CRITERION VI**

---

## CRITERION VI

### GOVERNANCE, LEADERSHIP AND MANAGEMENT 2024-2026

#### 6.1: Institutional Vision and Leadership

##### 6.1.1: Vision and Mission

The College of Social Work is deeply guided by its vision of contributing to the creation of a new social order rooted in human dignity and social justice, with a clear preferential option for the vulnerable and exploited, both locally and globally. In keeping with this ethos, the College has evolved a democratic and participatory system of governance that permeates all levels of decision-making and institutional functioning.

The College actively collaborates with its diverse stakeholders—including faculty, students, fieldwork agencies, alumni, and community partners—to collectively develop its perspective and strategic plans. These plans provide a comprehensive and value-driven framework for the College’s gradual, methodical, and sustainable growth, ensuring that academic initiatives and field engagements remain responsive to changing social realities and emerging development challenges.

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in safeguarding and enhancing the quality of academic programmes, fieldwork, and research initiatives. Through systematic review mechanisms, the IQAC ensures that the College’s teaching-learning processes, practice-based research, and community interventions remain aligned with the objectives of fostering social justice, ethical professional practice, and people-centred development.

At the conclusion of each academic year, the College undertakes structured review and planning meetings, wherein academic programmes, fieldwork components, and community engagement activities are critically examined. This reflective process ensures coherence between the College’s curricular and co-curricular initiatives and its mission of developing competent, value-driven professionals with a strong sense of compassion, integrity, tolerance, and commitment to social transformation.

---

Historically, the College has upheld a culture of participatory and democratic functioning, reinforcing its commitment to inclusivity, transparency, and collective responsibility. This governance approach not only strengthens institutional accountability but also models the very principles of participation, self-determination, and ethical engagement that the College seeks to instill in its students as future social work professionals.

### **6.1.2: Leadership Roles**

Effective leadership within the College is clearly reflected in its strong commitment to decentralization and participative management. The institution has consistently upheld a governance philosophy that values shared responsibility, collective wisdom, and inclusive decision-making. By actively involving a wide range of stakeholders—including students, faculty members, and administrative staff—in institutional processes, the College ensures that leadership is exercised not merely through authority, but through collaboration and consensus-building.

The College consciously follows a bottom-up approach to organizational management, recognizing it as one of the most effective mechanisms for informed decision-making and successful implementation. Inputs from grassroots levels—particularly from faculty engaged in teaching, research, and fieldwork, as well as from students and support staff—are encouraged and systematically integrated into planning and execution processes. This approach strengthens ownership, accountability, and responsiveness across the institution.

Participative management within the College operates through varying levels of stakeholder involvement, depending on the nature and scope of decisions. Academic, administrative, and fieldwork-related matters are deliberated through appropriate committees and forums, ensuring that decisions are context-sensitive and aligned with the institution's commitment to social justice, human dignity, and professional ethics. Such differentiated participation allows for both efficiency and inclusivity in governance.

The College's administrative and academic structures are intentionally designed to support and institutionalize participative functioning. Clearly defined roles, decentralized committees, and transparent processes enable effective coordination while fostering leadership at multiple levels.

---

This decentralized framework not only enhances institutional effectiveness but also serves as a living model of democratic practice, reinforcing the values of participation, self-determination, and ethical leadership that the College seeks to instil in its students and stakeholders.

## **6.2: Strategy Development and Deployment**

### **6.2.1: Strategic/ Institutional Development Plan**

During the reporting period, the College of Social Work initiated a systematic and forward-looking process to prepare an Institutional Perspective Plan (IDP) for 2024–2029, aimed at setting the stage for its evolution into a multidisciplinary institution. Anchored in the College’s vision and objectives, the plan builds upon earlier strategic frameworks while responding to emerging academic, social, and regulatory contexts.

The planning exercise reaffirmed the College’s commitment to high-quality education, socially relevant knowledge creation, and holistic institutional growth. The plan was carefully articulated and communicated to all stakeholders to ensure shared understanding and collective ownership of the proposed vision. Faculty members and staff were sensitized to the long-term academic and institutional directions through structured discussions, orientation sessions, and internal deliberations. During this reporting period, the College organized sensitization and awareness programmes to address new and evolving requirements, particularly those aligned with the expectations of the University of Mumbai, the University Grants Commission (UGC), and broader higher education reforms emphasizing interdisciplinarity and institutional flexibility.

IDP 2024-29 (<https://cswnn.edu.in/index.php/Institute%20Development%20Plans>) serves as a guiding framework for decision-making and operational planning, ensuring that academic initiatives, fieldwork innovations, research priorities, and administrative reforms remain aligned with the College’s mission, values, and regulatory mandates. Special emphasis has been placed on creating academic ecosystems that encourage cross-disciplinary engagement, expanded programme offerings, and collaboration across domains relevant to social sciences, development studies, and allied disciplines—thereby laying a strong foundation for multidisciplinary growth. To ensure effective implementation and monitoring of the plan, the College adopted several institutional mechanisms. These include systematic communication of the plan to all stakeholders, fostering a culture of feedback and suggestions from faculty, students, and

---

administrative staff, and scheduling regular review meetings to assess progress. The plan remains dynamic and responsive, with provisions for revision and refinement based on periodic evaluations and emerging opportunities.

Furthermore, the College actively promotes a culture of continuous planning and innovation, encouraging experimentation with new academic approaches, pedagogical practices, and institutional arrangements. This proactive and reflective planning process demonstrates the College's readiness to transition from a discipline-specific institution to a more integrated, multidisciplinary academic entity during the 2024–2029 period, while remaining firmly rooted in its values of social justice, human dignity, and professional ethics.

### **6.2.2: Implementation of Plans**

To operationalize the Perspective Plan, the College has systematically developed an Annual Implementation Sub-Plan / Institutional Development Plan (IDP) Deployment Strategy. This sub-plan translates long-term strategic objectives into time-bound, actionable initiatives to be implemented during each academic year.

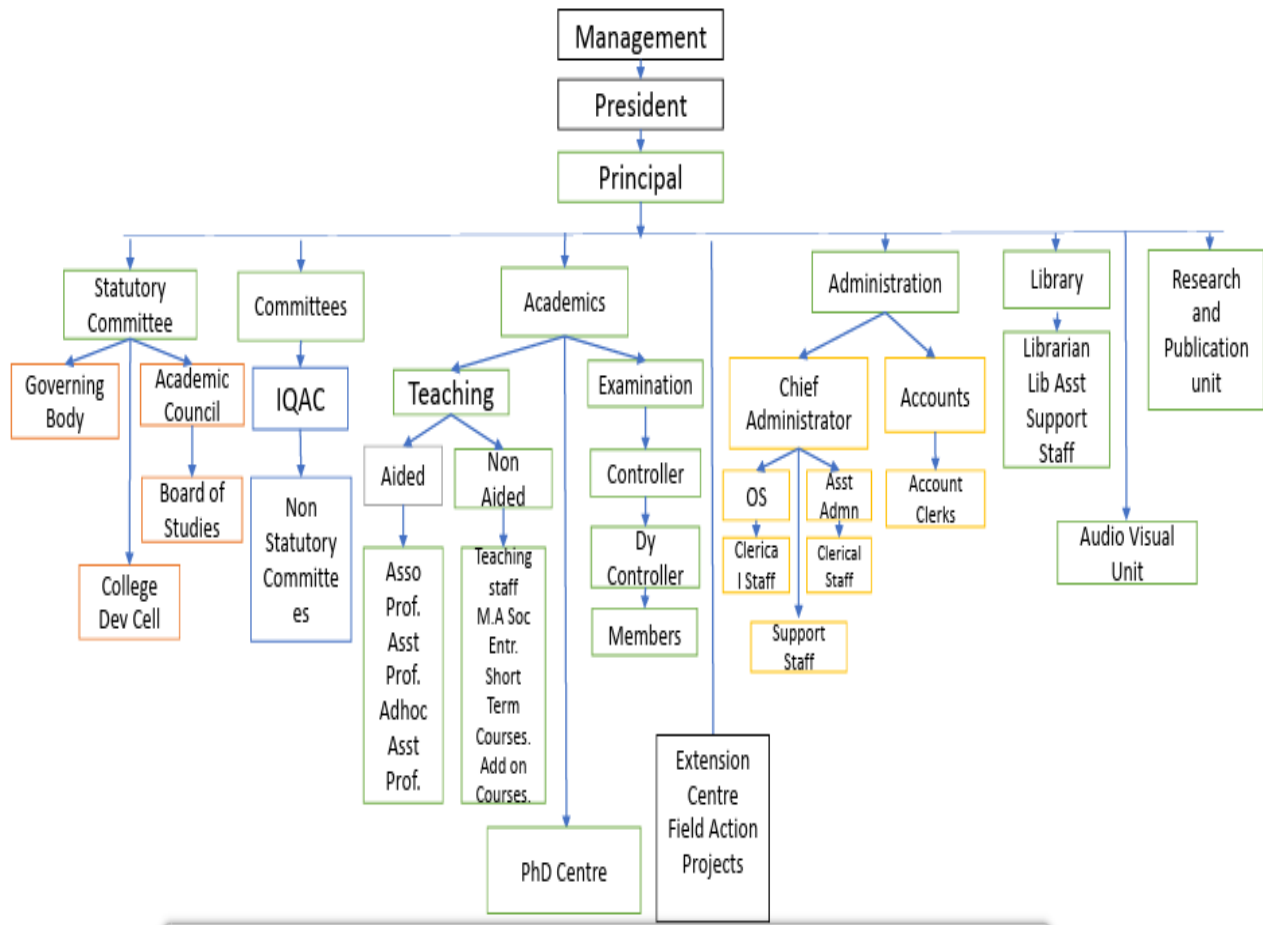
Faculty-led committees play a central role in this process, ensuring that planned activities are executed effectively and in a phased and structured manner, in keeping with institutional priorities and available resources. The faculty committees regularly monitor progress against defined milestones, review outcomes, and recommend mid-course corrections wherever required. This phased implementation approach enables the College to maintain continuity, ensure accountability, and respond flexibly to emerging academic and regulatory requirements, while steadily advancing toward its long-term goal of becoming a multidisciplinary institution.

### **6.2.2: Functioning of Various Bodies:**

The functioning of the various institutional bodies of the College is effective, systematic, and efficient, as evidenced by clearly articulated policies, a well-defined administrative set-up, and transparent appointment and service rules. Institutional procedures governing academic, administrative, and financial operations are clearly documented and consistently followed, ensuring accountability and uniformity in decision-making. These structured frameworks enable smooth coordination among statutory and non-statutory bodies, facilitate the timely

---

implementation of institutional decisions, and contribute to the overall effectiveness of governance and management within the College. The organogram is shared below:



### 6.2.3: Implementation of e-Governance

The College has progressively implemented e-governance systems across key functional areas to enhance efficiency, transparency, accountability, and service delivery. Digital platforms and ICT-enabled processes are integrated into administrative, academic, and student-related operations, in alignment with UGC and NAAC quality benchmarks.

1. Administration: E-governance in administration is implemented through the use of management information systems for record maintenance, official communication, documentation, and workflow management. Digital platforms are utilized for circulars, notices, committee communications, staff records, leave management, and reporting mechanisms. These practices have streamlined administrative processes, reduced paperwork, and improved coordination among departments and institutional bodies.

2. Finance and Accounts: The Finance and Accounts Department adopts e-governance practices through computerized accounting systems and online financial management tools. Processes such as budget preparation, fee collection, salary disbursement, vendor payments, and statutory compliances are carried out digitally. Online banking, digital audits, and electronic record-keeping ensure financial transparency, accuracy, and timely reporting in accordance with regulatory norms.
3. Student Admission and Support: E-governance has been effectively implemented in student admissions and support services through online admission portals, digital application processing, merit list generation, and fee payment systems. Student information systems are used to maintain academic records, attendance, and progression data. Support services such as grievance redressal, scholarship facilitation, mentoring, and communication are increasingly managed through digital platforms, enhancing accessibility and responsiveness.
4. Examination: The examination process is supported by e-governance through digital systems for registration, timetable notifications, internal assessment recording, result processing, and grade dissemination. Online submission of internal marks, digital storage of examination records, and secure data management have improved the efficiency, confidentiality, and reliability of examination-related operations.

Overall, the implementation of e-governance across these functional areas has strengthened institutional effectiveness, ensured better service delivery to stakeholders, and supported the College's commitment to quality assurance and good governance.

---

## **6.3: Faculty Empowerment Strategies**

### **6.3.1: Faculty Development**

The institution always shows a great deal of concern for the welfare of its employees and is essential to their professional growth. The College regularly offers support in personal emergencies, including, but not limited to, interest-free loans for housing, medical, educational, or other purposes to help staff members navigate through a variety of personal and family-related needs. Both teaching and administrative staff members are encouraged to upgrade their professional skills and experience through in-house training as well. Staff receive financial assistance to attend conferences, seminars, skill and knowledge development workshops, orientation, and refresher programs. The following are the faculty and staff development programs organized for staff during 2024-2025:

---

**Table 1: 2024-2025**

Dates (from -to) (DD-MM-YYYY)	Title of the professional Development program organised for teaching staff	Title of the administrative training program organised for non-teaching staff	No. of participants
26 - 28 March 2024		RUSA Sponsored Basic Microsoft Excel Training Program for non-teaching staff	30
23 -24 August 2024		RUSA Sponsored Staff Development Programme for Non-Teaching Staff at LAVASA	26
08 October 2024		Staff Development Programme - PoSH Act	23
14 October 2024	Session on OBE Mapping Process for the IQAC Team and Admin Staff	Session on OBE Mapping Process for the IQAC Team and Admin Staff	
21–22 November 2024	Building an Ethical Foundation for a Positive Work Culture (Organized in Collaboration with Christ University, Lavasa)		22
16 August 2024	An Effective Teacher in Changing Times (Organized in Collaboration with Christ University, Lavasa)		20
27 February – 1 March 2025	FDP on Leadership through Outdoor-based Experiential Activities at Garudmachi, organised by MSFDA facilitated by High Places	FDP on Leadership through Outdoor-based Experiential Activities at Garudmachi, organised by MSFDA facilitated by High Places	32

The following are the faculty and staff development programs organized for staff during 2025-2026

**Table 2: 2025-2026**

<b>Dates (from -to) (DD-MM-YYYY)</b>	<b>Title of the professional Development program organised for teaching staff</b>	<b>Title of the administrative training program organised for non-teaching staff</b>	<b>No. of participants</b>
6th & 7th May 2025		2-Day Emotional Intelligence Workshop for Non-Teaching and Support Staff	20
19 November 2025		A Journey to Understand Work life Balance	19
11 December 2025		Workshop on Personal and Work Life Balance	22
21 November 2025	Effective Data Presentation and Institutional Data Management Using Excel: Graphs, Dashboards and Infographics	Effective Data Presentation and Institutional Data Management Using Excel: Graphs, Dashboards and Infographics	15
4 - 6 June 2025	FDP on Teaching Learning in Higher Education organised by CSWNN sponsored by RUSA		15
21 July 2025	FDP on Pedagogical Use of Presentation Tools: From Design to Delivery, organised by CSWNN sponsored by RUSA		18
29 September 2025	FDP on Community - University Partnership and the use of Community Context to Strengthen Teaching and Learning		18

### **6.3.2: Performance Appraisal**

For teaching faculty, the appraisal process is primarily based on the Performance Based Appraisal System (PBAS) as prescribed by the UGC. Faculty members undertake self-appraisal annually, documenting their contributions in areas such as teaching–learning processes, curriculum development, research and publications, fieldwork supervision, extension activities, professional development, and institutional responsibilities. The appraisal also incorporates student feedback on teaching effectiveness, which serves as an important input for reflective practice and pedagogical improvement. The completed self-appraisal reports are reviewed by the Principal. Constructive feedback is provided to faculty members to identify strengths, areas for improvement, and opportunities for capacity building. The appraisal outcomes are used to inform decisions on the Career Advancement Scheme (CAS) and the allocation of responsibilities.

For non-teaching and administrative staff, the College follows a structured appraisal system based on confidential reports, performance indicators, and supervisory assessments. The appraisal evaluates parameters such as efficiency, punctuality, responsibility, teamwork, adaptability to technology, and adherence to institutional values. Periodic feedback and counselling are provided to support skill enhancement and professional growth.

In keeping with NAAC’s emphasis on participatory governance and continuous quality improvement, the appraisal system is not viewed merely as an evaluative exercise but as a developmental process. The insights gained from appraisals inform institutional decisions on training programmes, faculty development initiatives, staff upskilling, and welfare measures. This ensures that the appraisal mechanism contributes meaningfully to strengthening human resources and sustaining academic and administrative excellence.

---

## **6.4: Financial Management and Resource Mobilization**

### **6.4.1: Financial Planning**

The institution conducts both internal and external financial audits regularly. The institution is assisted by *Chotalal Shah and Company* in compiling Internal Audit Reports on a half-yearly basis.

### **6.4.2: Resource Mobilization**

The College of Social Work and Nirmala Niketan Institute Trust prioritize the effective use of financial resources to support the College's overall growth. The institute implements a Tally system to oversee the efficient and sufficient use of resources to meet the College's infrastructure and academic requirements. During the specified fiscal year, the College's main sources of income were UGC grants and RUSA funding. Donations from supporters and the Nirmala Niketan Institute Trust help to contribute to the College's financial resources. At the start of every academic year, each committee presents its budgetary needs to College officials to ensure funds are allocated. The committees follow the approved budget set by management for academic and administrative purposes. Financial transparency is ensured by maintaining records of all transactions, including bills and vouchers. Every year, a chartered accountant conducts a financial audit to verify compliance.

---

Table 3: 2024-25

<b>Name of the government / non-government funding agencies/ individuals/ philanthropists</b>	<b>Purpose of the Grant</b>	<b>Funds/ Grants received (in INR lakhs)</b>	<b>Month and Year</b>
<b>RUSA</b>	Enhancing Quality & Excellence	115.44	<b>24-25</b>
Social Welfare / Gov of Maharashtra	Salary Grant, Arrears & Non salary	378.23	<b>24-25</b>
Cledwyn Thomos Fernandes	Donation for Breakfast for needy students	0.020	Apr-24
Cledwyn Thomos Fernandes	Donation for Breakfast for needy students	0.020	Apr-24
Cledwyn Thomos Fernandes	Donation for Breakfast for needy students	0.020	May-24
Cledwyn Thomos Fernandes	Donation for Breakfast for needy students	0.020	Jun-24
Cledwyn Thomos Fernandes	Donation for Breakfast for needy students	0.020	Jul-24
Cledwyn Thomos Fernandes	Donation for Breakfast for needy students	0.020	Aug-24
Cledwyn Thomos Fernandes	Donation for Breakfast for needy students	0.030	Sep-24
Prudence Dsouza	Donation for Breakfast for needy students	0.384	Sept.,24
Cledwyn Thomos Fernandes	Donation for Breakfast for needy students	0.030	Oct.,24
Cledwyn Thomos Fernandes	Donation for Breakfast for needy students	0.020	Nov., 24
Cledwyn Thomos Fernandes	Donation for Breakfast for needy students	0.030	Dec., 24
Mr. Michael	Riwayat - Student Festival	1.500	Dec., 24
Mr Javed (Zenab Shaikh)	Riwayat - Student Festival	0.010	Dec., 24
Yogesh Wankhede	Riwayat - Student Festival	0.050	Dec., 24
Griffin	Riwayat - Student Festival	0.100	Dec., 24
Ms Laxmi Dangia	Riwayat - Student Festival	0.010	Jan.,25
Ms Ketaki P.	Riwayat - Student Festival	0.010	Jan.,25
Mr Saumitra Patil	Donation for Breakfast for needy students	0.030	Jan.,25
Mr Saumitra Patil	Donation for Breakfast for needy students	0.030	Feb.,25
Mr Saumitra Patil	Donation for Breakfast for needy students	0.030	March, 25
Aerolite industries	Sponsorship for Riwayat - Student Festival	0.055	March, 25
Prudence Dsouza	Donation for Breakfast for needy students	0.320	March, 25
Prudence Dsouza	Donation for Breakfast for needy students	0.064	March, 25

## **6.5: Internal Quality Assurance System**

### **6.5.1: IQAC Activities**

IQAC plays a pivotal role in setting and implementing policies to enhance the quality of academic and administrative processes at the College level.

- The IQAC conducts structured periodic evaluations of different procedures and solicits input from diverse stakeholders.
- IQAC establishes quality standards for academic programs by aligning field-level commitments with the College's vision and mission.
- IQAC focuses on creating a strategic plan for the College that provides a clear direction for specific actions in a specific thematic area over an allotted time frame.
- IQAC not only assists in creating a roadmap but also takes specific actions to ensure the successful completion of tasks.
- IQAC has also been leading the way in ensuring that academic rigour and community engagement are maintained through dialogue with different stakeholders and grassroots interventions.

### **6.5.2: Quality Initiatives**

The institution's quality assurance initiatives are systematically embedded in the Internal Quality Assurance Cell (IQAC), which convenes regular meetings to plan, monitor, and review academic and administrative quality benchmarks. Structured feedback mechanisms are in place to collect inputs from students, faculty, alumni, and other stakeholders; the feedback is carefully analyzed and utilized for continuous improvement in curriculum delivery, teaching–learning processes, and institutional support services. The College also engages in collaborative quality initiatives with other institutions, facilitating the sharing of best practices, academic exchanges, and joint capacity-building programmes. In its pursuit of national benchmarking and performance excellence, the institution actively participates in NIRF and similar ranking or assessment frameworks. Additionally, the College undergoes and complies with recognized quality audits conducted by state, national, or international agencies, reinforcing its commitment to accountability, transparency, and sustained quality enhancement.

---

**Table 4: List of Conferences, Seminars, and Workshops conducted by IQAC during 2024-25**

<b>Month/ Year</b>	<b>Workshop/ Seminar Title</b>
June 24, 2024	Curriculum Planning, Submission of Lesson Plan, and Internal Assessment Pattern: Discussion on Mapping Curriculum Outcome
July 15, 2024	An Introduction to Outcome-Based Education, Curriculum Planning, and Development
July 15, 2024	Continuous Assessment and Evaluation Methods in Teaching and Learning Process: Formative and Summative Assessment Techniques
July 22, 2024	Framing Questions at Variant Levels of Bloom's Taxonomy
July 29, 2024	Differentiated Instruction to Meet the Needs of Diverse Learners: Incorporating Active Learning Techniques
August 5, 2024	Outcome-Based Education: COs, POs, and PSOs Automation Process
August 16, 2024	An Effective Teacher in Changing Times (Organized in Collaboration with Christ University, Lavasa)
October 14, 2024	Session on OBE Mapping Process for the IQAC Team and Admin Staff
November 18, 2024	Workshop on OBE for the Faculty Team on the Mapping Process
November 21–22, 2024	Building an Ethical Foundation for a Positive Work Culture (Organized in Collaboration with Christ University, Lavasa)
January 6, 2025	Session on Designing Question Papers Based on the Requisites of OBE
January 10, 2025	Session on Indirect Assessments in OBE
March 3, 2025	OBE: Understanding the Course Review Report
June 24, 2024	Curriculum Planning, Submission of Lesson Plan, and Internal Assessment Pattern: Discussion on Mapping Curriculum Outcome
August 5, 2024	Outcome-Based Education: COs, POs, and PSOs Automation Process
October 14, 2024	Session on OBE Mapping Process for the IQAC Team and Admin Staff
November 18, 2024	Workshop on OBE for the Faculty Team on the Mapping Process
January 6, 2025	Session on Designing Question Papers Based on the Requisites of OBE
January 10, 2025	Session on Indirect Assessments in OBE
27 February – 1 March 2025	FDP on Leadership through Outdoor-based Experiential Activities at Garudmachi, organised by MSFDA facilitated by High Places
March 3, 2025	OBE: Understanding the Course Review Report

**Table 5: List of Conferences/ Seminars/ Workshops conducted by IQAC during 2025-26**

<b>Month/ Year</b>	<b>Workshop/ Seminar Title</b>
4 - 6 June 2025	FDP on Teaching Learning in Higher Education, organized by CSWNN sponsored by RUSA
07 July 2025	Workshop on Field Work Supervision for Faculty Advisors
21 July 2025	FDP on Pedagogical Use of Presentation Tools: From Design to Delivery, organized by CSWNN, sponsored by RUSA
29 September 2025	FDP on Community -University Partnership and the Use of Community Context to Strengthen Teaching and Learning

**Table 6: List of Audits conducted in 2024-25**

<b>Month/ Year</b>	<b>Audit Report Title</b>
April, 2024	Academic Audit: Evaluating the effectiveness of academic programs, teaching methodologies, and assessment strategies
March 6th 2025	Green Audit: Assessing environmental sustainability practices within the institution, including energy efficiency, waste management, and eco-friendly initiatives.
March 20th 2025	Exam Audit: Reviewing examination processes, evaluation mechanisms, and adherence to examination policies
March 28th 2025	Gender Audit: Examining gender inclusivity, policies promoting diversity, and measures taken to ensure a safe and equitable learning environment.

The institution actively participates in the National Institutional Ranking Framework (NIRF) as part of its commitment to benchmarking academic and institutional performance against national standards. During the reporting period, the College was placed in the NIRF Band of 101–150, reflecting its sustained efforts in academic quality, research engagement, inclusivity, and governance practices. Participation in NIRF enables the institution to critically assess its performance indicators, identify areas for improvement, and strengthen its quality enhancement strategies in alignment with national higher education priorities.

#### **Aligning with NEP Requisites:**

1. *Decentralized and Transparent Decision-Making Processes:* The institutional practices outlined in this Criterion 6 section strongly align with NEP’s emphasis on decentralized, participatory, and transparent governance. The College has institutionalized democratic functioning through bottom-up decision-making, faculty-led committees, stakeholder

consultations, and participative management structures. Strategic planning through the Institutional Development Plan (2024–2029), annual implementation sub-plans, and regular review meetings ensures transparency, collective ownership, and accountability. Clearly articulated policies, service rules, organograms, and documented procedures further strengthen openness and procedural clarity, fully resonating with NEP’s governance reforms.

2. *Leadership Fostering Research, Innovation, and Community Engagement:* NEP advocates leadership that promotes academic excellence, research orientation, innovation, and societal engagement. The College’s leadership demonstrates this through vision-driven planning, encouragement of practice-based research, interdisciplinary orientation, and strong community–university partnerships. Faculty empowerment strategies, structured FDPs, support for conferences and research activities, and collaboration with other institutions reflect leadership that nurtures innovation and professional growth. The emphasis on field engagement, social relevance, and values-based education ensures that leadership practices remain aligned with NEP’s focus on socially responsive and globally informed higher education.
3. *Adoption of Quality Management Systems and Technology-Enabled Governance:* The robust role of the Internal Quality Assurance Cell (IQAC), regular academic and administrative audits, structured feedback mechanisms, and participation in national benchmarking frameworks such as NIRF demonstrate alignment with NEP’s call for strong quality assurance ecosystems. The implementation of e-governance across administration, finance, admissions, student support, and examinations reflects NEP’s emphasis on technology-enabled, efficient, and learner-centric governance. Continuous monitoring, data-driven decision-making, and compliance with UGC and NAAC norms ensure institutional agility, transparency, and sustained quality enhancement.

In summary, the governance, leadership, strategic planning, quality assurance, and digital initiatives collectively demonstrate strong and coherent alignment with the National Education Policy’s vision of autonomous, accountable, technology-enabled, and socially responsive higher education institution.

---



**ACADEMIC AUDIT REPORT**  
**CRITERION VII**

---

## INSTITUTIONAL VALUES AND BEST PRACTICES

2024-2025

2025-2026

## INSTITUTIONAL VALUES AND SOCIAL RESPONSIBILITIES

### *Measures initiated for the promotion of gender equity*

The College of Social Work was founded in 1955 by a band of valiant women known as the daughters of the **Heart of Mary**, whose mission was to readily respond to the felt needs of the people according to the signs of the time. The vision and mission of the College are to contribute to building a new social order based on human dignity and social justice, work with a preferential option for the vulnerable and exploited, both locally and globally, and build a cadre of young, competent professionals having a global perspective and a strong value base of compassion, personal integrity, moderation, tolerance, and self-respect. The College of Social Work has been committed to academic excellence and quality education centred on the holistic development and well-being of all stakeholders by creating safe and inclusive spaces for all stakeholders. This commitment is reflected in the diverse range of programmes, facilities, policies and initiatives of the College.

Promoting a gender-just society through our academic and field-based programmes has been a major thrust of the College. The College adheres to the policies and directives of the government, national and international policies; University Grants Commission and the University of Mumbai for the promotion of gender equality and equity.

The College's important gender initiatives are rooted in the Constitutional Framework, the UGC Saksham Measures for Ensuring the Safety of Women and Programs for Gender Sensitization on Campuses, 2013; the 2006 NAAC Gender Sensitive Quality Indicators & Disabled Friendly Environment at Education Campus; the Convention of Elimination of all Forms of Discrimination against Women, the Sexual Harassment at Workplace Act (Prevention, Prohibition and Regulation) Act, 2013, and the Gender Policy of the Catholic Church, 2009.

---

## INSTITUTIONAL MECHANISMS

### A. WOMEN'S DEVELOPMENT CELL

2024-2025

The Women Development Cell (WDC) of the College of Social Work actively promotes gender awareness and equality. The Cell is committed to sensitizing students on issues related to gender awareness and equality. Every year, the WDC consciously works with students to build gender awareness and equality on the College campus through mindfully planned activities and observances of important days, and the programme budget is approved by the principal.

The Cell focuses on three areas

- Awareness and Sensitisation; gender issues, gender laws, national and international campaigns
- Conscientisation: Critical understanding of gender based violence and gender issues across socio-economic and political contexts through programmes and Krantijyoti Savitribai Phule Lecture Series.
- Action: Participation in national and international campaigns; promoting safe spaces for dialogue, reflection and student engagement, interagency programmes

The Cell includes: Faculty Representatives from Non-Teaching staff and students. The Annual Gender Sensitization Plans are presented in the April Meetings for approval by the Faculty Members.

The activities of the Women Development Cell included

Friendship Day celebration on 7<sup>th</sup> August 2024 with a session by Dr Harish Shetty on *Changing Notions of relationships and their impact on the Mental health of Young Adults*; 14<sup>th</sup> Kranti Jyoti Savitri Bai Phule Lecture Series on 8<sup>th</sup> January 2025 commemorated by a lecture by Prof. Jalinder Adsule on *Savitri Bai: An empowered woman and Social Reformer*. The event was marked by a



musical performance by Ms Shital Sathye and a troupe on *Savitri bai and her life story*. The International Women's Day Celebration on the United Nations Theme Rights, *Equality and Empowerment*, organized in collaboration with MAVA (Men against Violence and Abuse), was celebrated by the Women Development Cell on 5<sup>th</sup> March 2025. The event titled *Reel to Real* included the screening of thought-provoking short films centered on gender, followed by an interactive discussion animated by the MAVA team. The Women Development Cell (WDC) also organised a session on Sexual and Reproductive health of Girls by Myna Mahila Foundation on 28<sup>th</sup> August, 2024. This year, the Cell also collaborated with the Internal Quality Assurance Cell to organise the **Gender Audit** of the College on March 28<sup>th</sup> 2025.

## **2025-2026**

### **Friendship Day Week 2025**

The first major activity of the Women Development Cell was the **Friendship Day Week 2025**, organized from **30th July to 6th August 2025**. The week-long programme focused on strengthening values of empathy, solidarity, inclusion, and emotional support within the campus community. A variety of creative and reflective activities, such as storytelling, reel-making, letter writing, interactive games, and a friendship photo booth, were conducted throughout the week, encouraging active participation from students and staff.

The **final day marked the formal celebration of Friendship Day**, which concluded with an enriching expert session on **“Building Positive and Healthy Friendships.”** The session was conducted by **Ms Binaifer**, the resource person for the programme, who guided students on trust, empathy, healthy boundaries, and respectful relationships, bringing the Friendship Day Week celebrations to a meaningful and reflective closure.

---

## Krantijyoti Savitribai Phule Lecture Series

As part of its academic and social awareness initiatives, the Women Development Cell organized the **14th Krantijyoti Savitribai Phule Lecture Series** on **7th January 2026**. The theme of the lecture was “*Contemporary Perspectives on Crime Against Women and Social Justice.*” The guest speaker, **Ms Gauri Ashok Vichare**, Head Constable, Crime Against Women Cell (CAWC), CID Crime Branch, Mumbai, delivered an insightful and engaging session. The session witnessed the participation of approximately **140 participants**, including around **120 students**, along with teaching and non-teaching staff. The programme encouraged critical reflection on issues related to crime against women, legal safeguards, and social justice mechanisms.



## Financial Awareness session for Girls

Following this, the Women Development Cell organized a **Financial Awareness Program for Girls** in collaboration with **Mirae Asset Mutual Fund (Mirae AMC)** and **CIEL** on **12th January 2026**. The programme aimed to enhance financial literacy among College girl students and build awareness on the importance of early financial planning, saving, and investing. The session promoted the concept of Systematic Investment Plans (SIPs) and mutual fund investing as accessible tools for young women. It also reinforced the institution’s role as a socially responsible educational institution committed to empowering students with practical life skills and creating a future pool of informed savers and investors.



**Dissemination of HUMRAH Video Series on Protection of Children from Sexual Offences Act-2012 (POCSO Act).**



The final activity in the sequence was the **Dissemination of the HUMRAH Video Series on the Protection of Children from Sexual Offences Act-2012 (POCSO Act)**, organised on **13th January 2026** in collaboration with **Prerana**. The session began with **Ms Priti Patkar**, Founder of Prerana, who set the context by speaking on the Protection of Children from Sexual Offences (POCSO) Act, highlighting child rights, safety, and access to justice. This was followed by the Prerana team, who conducted a short video screening from the HUMRAH series, followed by an interactive discussion and question-and-answer session. The programme enabled students to gain meaningful insights into child protection laws and the role of educational institutions in safeguarding children.


A series of activities organized during the Women's Day Week March 5-13<sup>th</sup> 2026.




The Rotaract club organised an Open Mic on March 5, 2026 Women who shaped our lives by men. Stories, poems, speeches on women and how they have shaped the life of the speakers were shared

The Women Studies Class, Master of Social Work, Semester II organized the What were you wearing exhibition, showing the testimonies of survivors and their efforts at demystifying false narratives on sexual violence.



  
 College of Social Work  
 (Empowered Autonomous),  
 Nirmala Niketan  
 Women Development Cell  
 Cordially invites you for  
**INTERNATIONAL WOMEN'S DAY**



**MIND YOUR MIND : MENTAL HEALTH AND RESILIENCE IN A CHANGING WORLD**  
**GUEST SPEAKER :- MS.ANU AGGARWAL**  
**FOUNDER , ANU AGGARWAL FOUNDATION**

**DATE:** 11TH MARCH 2026      **TIME:** 2-4 PM  
**DAY:** WEDNESDAY            **VENUE:** 1ST FLOOR HALL

The International Women's Day was commemorated with the inspirational testimony of well know film actress Ms Anu Aggarwal, a thought provoking performance by self help groups of Premdarshan Community and students on the Journy of a Transgender and prize distribution for posters on gender issues.

## **B. INTERNAL COMMITTEE (IC)**

Safety and Protection Mechanisms: Constitution of the Internal Committee under the Prevention, Prohibition and Redressal) at the Workplace Act, 2013.

The Internal Complaints Committee of the College of Social Work was formed according to the provisions of the POSH ACT- Sexual Harassment of Women (Prevention, Prohibition and Redressal) at Workplace Act of 2013, 9th December 2013. (The IC is also mentioned in the University Grants Commission (Prevention, Prohibition and Redressal of sexual harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015- 2<sup>nd</sup> May 2016.

The function of the IC is to prevent sexual harassment at the workplace, to prevent discrimination and sexual harassment against girls by promoting gender amity among students and employees, to conduct periodical programmes on women's empowerment and to provide a conducive environment and safe space for all students in the course of their learning. The Internal Committee, on average, handles three cases a year. Besides the redressal of complaints, the IC also organizes sensitisation and awareness programmes for stakeholders on the PoSH law in collaboration with experts and the proactive measures that could be taken to ensure the well-being and safety in the College by one and all. The recommendations of the aggrieved women guide the IC interventions in creating a safe environment.

The IC also organises orientation on the prevention of Sexual Harassment in the workplace (Prevention, Prohibition and Regulation Act 2013) during the Student Induction and Orientation Programme. Students are given information on the redressal mechanisms for dealing with Sexual Harassment in the Workplace, the prevention of Sexual Harassment, and the safety policy of the College. All Fieldwork Organizations are given a copy of the Safety Policy and given an orientation on the need for creating safe spaces for students during the Fieldwork Practicum. There is a well-structured feedback mechanism for the curriculum, Fieldwork and supportive services, providing students with an important mechanism for the redressal of grievances and sharing relevant suggestions for ensuring safe learning spaces for all.

---

## 2024-2025

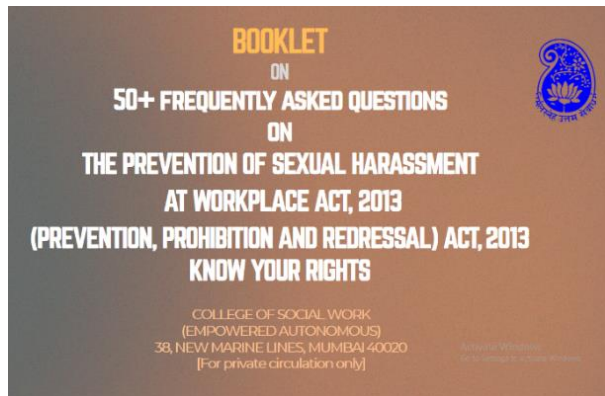
The constitution of the internal complaints committee of the College of Social Work (Autonomous), Nirmala Niketan, Mumbai, 38 New Marine Lines, Mumbai 400020, in compliance with section 22 of the Act read with rule 14 of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Rules, 2013.

Table 1

SR. NO	NAME	DESIGNATION	EMAIL ID	MOBILE NUMBER
1	Dr Sonia H Rodrigues Presiding Officer, ICC	Associate Professor	iccncsw2019@gmail.com	M: 9833341835
2	Dr. Renu Shah Member, ICC	Associate Professor		M: 9320370203
3	Ms Shweta Malvankar, Member, ICC	Office Superintendent		M: 9867814137
4	Ms Swati Karekar, Assistant Administrator, ICC	Assistant Administrator		M: 9820740332
5	Adv Farida Poonawala Legal Representative, ICC	Advocate		M: 9819006830

### *Details of Cases*

The IC successfully intervened in six cases in the academic year. Most of the cases were addressed through conciliation with the approval of the aggrieved students and mandatory counselling of the respondent. A report of the recommendations based on the cases was documented and presented to the competent authorities.



A Booklet on Frequently Asked Questions related to the redressal mechanisms in the Act was prepared by the ICC members based on the concerns raised by the aggrieved woman and respondents.

A number of tasks, workshops/awareness programmes organized by the IC

1. Mandatory orientation across classes, specifically regular programmes (Social Work) and Master in Social Innovation and Entrepreneurship course on the role of the Internal Complaints Committee during the Student Induction Programme and Orientation Programme week before the commencement of the new academic year
2. Orientation on the safety policy to all students and Contacts of Fieldwork Organizations by the Faculty Advisor in the first week of Fieldwork
3. Display in prominent places of the College and the class after the conduct of examinations.
4. Overall recommendations for amendments to the Safety/IC/Code of Conduct based on the ICC proceedings in the five cases.
5. Six RUSA-sponsored POSH training sessions were coordinated by the IC for College staff and students in collaboration with the Fieldwork Committee. Legal Experts were invited from the field.

**Table 2: RUSA sponsored workshops**

Sr No	Day/Date	Class	Resource Person
01	August 8, 2024 2.00 to 4.00 p.m.	BSW I and BSW II	Adv Rushila Rebello
02	August 22nd, 2024 2.00 to 4.00 p.m.	BSW III and MSW I	Adv Persis Sidhva, Rati Foundation
03	August 29, 2024 2.00-4.00 p.m.	MSW II and MASIE	Adv Audrey Dmello, Majlis
04	October 7, 2024 2.00-4.00 p.m.	Teaching Faculty College of Social Work (Churchgate Campus)	Adv Persis Sidhva, Rati Foundation
05	October 8, 2024 11.00-1.15 p.m.	Non-Teaching Faculty, Support Staff College of Social Work (Churchgate Campus)	Adv Persis Sidhva, Rati Foundation
06	October 11, 2024 2.00-4.00 p.m.	Staff: Extension Centre, Hostel and Canteen	Adv. Pranalee Pawar, Rati Foundation

## 2025-2026

The first meeting of the newly constituted IC happened on 15 July 2025 with the members present: Dr Smita Bammidi [Presiding Officers], and members Dr Roshini Alphonso, Ms Sabeena Gonsalves and Mr Pravin Gavali. Confirmation of the submission of Part I of the IC records 2019-2025 by the previous committee; mandatory review of legal provisions related to redressal against sexual harassment; planning for an Orientation Session on POSH 2013/ UGC Regulations 2015, and the role of IC for new entrants by inviting a legal expert on the topic were discussed. The major responsibilities and proposed activities for the year was highlighted that included Taking up the complaints and following procedures for their resolution, taking up re-appeals; documenting all complaints from day one to its resolution; orientation to the IC; organizing ongoing sessions on topics related to sexual harassment such as toxic dating relationships, toxic work relationships, toxic workplaces, consent, cyber bullying, misogyny, casual sexism, toxic masculinity and son on; and undertaking safety assessments of the physical spaces of the institution/ College transport/fieldwork agencies and fill up any lacunae.

On Monday, 28<sup>th</sup> July 2025, a session on the IC's role in creating safe education institution spaces was organized for Bachelor of Social Work and Master of Social Work, Semester I. Mr Sagar Bhonsale (Special Cell for Women and POSH trainer). The session was conducted well, and the resource person delivered all the information on legal provisions to prevent, prohibit and redress sexual harassment at the workplace; the importance of IC: roles and functions; what constitutes sexual harassment at the workplace/educational institutions; and procedures for making a complaint. The feedback form was shared, and the feedback was positive for the overall organization of the program as well as the resource person.

In December 2025, two students, Ms Andrea L, Master of Social Work, Semester I and Mr Shobek, Bachelor of Social Work, Semester II, were nominated as student representatives of the IC. Adv Sheeba Paul, external member of IC, was contacted and added to the WhatsApp group. The second meeting of the IC was conducted on Tuesday, 20<sup>th</sup> January 2026, with student and NGO representatives. Dr Smita welcomed the members who joined the meeting and introduced the two student representatives and external member Adv Sheeba at the start of the meeting. The agendas of the meeting were to brainstorm the events to be organised by IC this semester during

---

February/March 2026, as well as to list some more viable ideas that can be taken up during the next academic year of the functioning of the IC. Some of the suggestions were to develop and circulate an educative film clip to create awareness about the IC members, roles, functions; explore about the Gender Champions Program at Sophia College and work out how to collaborate with the College Women Development Cell to operationalise it in the College; conducting sessions on topics that lead to creation of a safe and secure environment for staff and students especially the girls/women/other gender identities such as toxic dating relationships, toxic work relationships, toxic workplaces, consent, cyber bullying, misogyny, casual sexism, toxic masculinity and sessions that reduce sexual harassment in College spaces and make workplace/institution more gender sensitive; plan for all classes a common session during the next semester; carry out safety assessments of the physical spaces of the institution/ College transport/fieldwork agencies and fill up any lacunae during the next semester; IC activities to be included in the College Academic Calendar; Session and Training for Bystander intervention in the College spaces and to create awareness about an individual's gender identity and sexual orientation, with resource persons from Humsafar Trust. The deadlines for the programmes were finalised: Develop and circulate an educative film clip to create awareness about the ICC members, roles, functions [12.02.2026]; Explore about the Gender Champions Program at Sophia College and work out how to collaborate with the WDC of the College to operationalise it at College [students] and session on Bystander Intervention for College spaces [February/March]. No grievances were received from April 2025 to January 2026.

---

## **C. GENDER INTEGRATED WITH CURRICULUM**

### **2024-2025 and 2025-2026**

#### *Gender Inclusive-Gender Sensitive Educational Materials*

The course outcomes are tailored based on the programme outcomes that are grounded in the vision and mission of the College. The courses offered are centred on global realities and promote a rights and strengths-based approach to practice. Thus, there are no prescribed textbooks for the various subjects offered in the programmes of the College. Students are encouraged to access the library resources that provide a rich repository of content centered on the multidimensional perspective and understanding of the issues and their impact on the most vulnerable and marginalised.

#### *Diverse perspectives and experiences are represented in the curriculum*

The genesis of women's studies lies in the women's movement (WM) of the 1970s that brought a new direction, scope and dynamism for the institutionalization of Women's Studies in higher education institutions. The United Nations International Year for Women in 1975 opened the door for national, regional and global discourses by women's rights groups and newly emerging University Grants Commission-sponsored women's studies centres in Indian Universities. WS was envisaged as an 'interventionist' and as a 'critical perspective' within higher education in its formative years (1980s), which recommended an integration of women's questions in all existing disciplines. Today, Women's Studies could include anything from the addition of women to course syllabi to a completely reconceptualized methodology and pedagogical practice.

At the College of Social Work, Women's Studies is offered as a Core subject in the Bachelor of Social Work, Semester III, and the Master of Social Work, Semester IV. The units of the course include basic gender concepts, women's movement in India, feminism, historical perspectives on women, gender-based violence, national and international initiatives for women's empowerment, and Feminist Social Work Practice. Gender as a theme also cuts across various subjects that are offered by the College, including Integrated Social Work Practice, Human Rights, Ageing, Work with Disability, Health and Mental Health and Therapeutic Skills.

---

Gender-sensitive content is integrated across subjects to address the marginalization and social exclusion based on gender and promote awareness of the subject through a gender lens. The use of gender-sensitive language and feminist pedagogy are important strategy to promote inclusivity in teaching. An effort is made to incorporate diverse perspectives and experiences of women and marginalized genders in the curriculum.

The Syllabus under NEP for MSW [Semester I and II] and BSW [Semester II to IV] is presented below, highlighting how Gender is taught as a separate programme and interspersed with the curriculum:

**Table 3 Master of Social Work Programme Semester I and II**

<b>Semester, Course Name and Code</b>	<b>Unit</b>	<b>Subunits</b>
Semester I Introduction to Social Sciences CC401	Unit III Sociology of Gender	Gender as a Social Construct: Gender, Sex, Sexuality; Production of Masculinity and Femininity Gender: Differences and Inequalities concerning class, caste, work and family Gender, Power and Resistance: Role of Movements
Semester I Health and Social Work DSE401	Unit IV Health Disparities and Social Work Intervention	Aging and health Migration and Urban Health Health and Gender-gender dimensions of health care, reproductive rights, gender-based violence, female deficit and emerging issues
Semester I Family-Centred Practice DSE403	Unit III Challenges and Coping strategies of Families in difficult situations	Families facing issues related to child protection (violence, abuse, child marriage, trafficking, child work)
Semester II Mental Health Practice DSE404	Unit I Mental Health: history, concept, social determinants, multidimensional impact of mental health concerns.	Mental Health: history, concept, social determinants, multidimensional impact of mental health concerns. History of mental health: demonological to reformation Social determinants of mental health, Mental health models and classification systems Multidimensional impact: magnitude; human rights violations; social, economic and holistic health aspects. ICF's model of disability

<b>Semester, Course Name and Code</b>	<b>Unit</b>	<b>• Subunits</b>
	Unit IV Social Work Practice across mental health settings	Community Mental Health: concept, relevance, types Role of social worker in mental health settings as well as in multidisciplinary teams Mental Health in various settings: Schools, De-Addiction Centres, Hospitals, Child Guidance Clinics, Half Way Homes, Prison Settings, Palliative Care.
Semester II Marginalisation and Social Inclusion DSE 405	Unit II Marginalised groups and descriptions of marginalisation	Marginalised communities: Dalit-caste based issues, Tribal-indigenous people, DT/NT, OBC's, Minorities (regional, religious, ethnic), LGBTQI
Semester II Women Studies DSE 406	Unit I Gender Concepts and Feminism	Sex and Gender; Femininity and Masculinity; Gender Bias; Gender Stereotypes; Gender Discrimination, Intersectionality, Patriarchy/Gender Order. Understanding the concept of Feminism, Feminist theories/perspectives
	Unit II Women's Movement in India Status of Women in India across the times. The genesis of the Women's Movement in India, and critique of the Women's Movement, Evolution of Women's Studies	Women's Movement in India: Status of Women in India across the times. The Genesis of the Women's Movement in India; and a Critique of the Women's Movement, Evolution of Women Studies
	Unit III Initiatives for Addressing Gender Inequality and Gender-Based Violence	International Initiatives by United Nations Statutory bodies for the empowerment of women, Schemes and policies for women's empowerment, Gender-Based Violence: Concept, Theories, Types, Interventions
	Unit IV Law and Gender	Law and Gender Laws and acts related to women and violence: domestic violence, sexual offences, Personal Laws (Hindu, Islam, Parsi and Christian) and family courts; Strategies - Gender mainstreaming, Gender Audit

**Table 4 Bachelor of Social Work Programmes [Semester I to IV]**

<b>Semester, Course Name and Code</b>	<b>Unit</b>	<b>Subunits</b>
Semester I Health and Nutrition OE 101	Unit I Introduction to Health	Concept and definition of health (objective and subjective components) Bio-psychosocial Model of Health Biomedical concept, Ecological concept, Psychosocial concept, Holistic concept Determinants of Health in India
	Unit II Introduction to Nutrition	Nutrition: Definition of Nutrition and its relation to health, Functions of foods Types of Nutrients: Source and functions, The food pyramid, My Food Plate and Balanced Diet Meal planning: Meal planning on using locally available low-cost foods to improve one's diet Malnutrition: Definition of malnutrition, the vicious cycle of malnutrition, and factors affecting malnutrition: (biological, socioeconomic, customs, superstitions and gender, caste; the influence of maternal nutritional status resulting in malnutrition).
Semester II Introduction to Sociology OE 103	Unit III Culture, Socialization and Indian Society	Culture: concept, functions, characteristics, dimensions of culture Socialization: Definition, Agents of Socialisation (family, peer group, religion, education, mass media) Caste System; Tribal communities; Rural and urban societies; Religious communities; Gender and Society in India
Semester III Contemporary Development Studies Minor 201	Unit III Measuring Tools of Human Development	History and concepts of measuring Human Development - <i>Mahbub Ul Haq</i> , Amartya Sen, John Dreze Measuring Human Development Human Development indicators Poverty Index Gender Development Index Comparative analysis of HDI

Semester, Course Name and Code	Unit	Subunits
Semester IV Rural and Urban Studies Minor 202	Unit II Rural Communities: Structure, Governance & Livelihood	Village Structure: Social stratifications: Class, Caste and gender dynamics in the context of equity. Rural Livelihoods Rural Governance: Funds, Functions, Functionaries

### *Gender sensitive approach in classrooms*

All genders have equal scope to select electives offered in different semesters. There is an equal representation of male and female teachers teaching courses. Field based assignments, classroom activities for students engagement, reading materials for varied courses, gender perspective as a social identity and an important intersectional factor, introducing students to contribution of social work pioneers irrespective of gender [sometimes focusing on women’s contribution sidelined by history] teaching in gender sensitive language, addressing stereotypes and prejudice, referring to current affairs, addressing sexism in classes, use of participative and inclusive teaching methods are some measures to promoted gender sensitivity in teaching-learning process. Seating arrangements are catered to the needs and comfort of students. Representatives of students from all genders are encouraged during group work. Internalisation of gender biases and patriarchal ideology is addressed through innovative and creative techniques exploring the privilege-oppression continuum framework.

### *Feminist Pedagogy*

- Gender responsive teaching methods: Besides the above gender sensitive approaches, teachers, specifically course teachers, specifically Gender Studies teachers, adopt feminist pedagogies in their teaching. Feminist pedagogy is grounded in feminist theory, and it stems from critical pedagogy. Feminist pedagogy seeks to connect social justice with learning and acknowledges a connection between power and knowledge in the learning environment. The Feminist Pedagogies adopted by the course teachers across core and other subjects are enumerated below:
- Participatory learning: This involves cultivating a learning environment in which the teacher and students work against the creation of hierarchy. Instead of being the ‘expert’ in imparting knowledge, the feminist pedagogue becomes a facilitator and learner at the

same time. Participatory learning is encouraged through student-led discussions, debates, and group presentations on topics such as the Feminist vision and phases of the Women's Movement.

- Validation of personal experience: Valuing the personal as a source of legitimate and valid knowledge, critical feminist pedagogues encourage students to understand personal experience as political, historical and socially constructed. Reflective assignments centred on “everydayness of violence”, interaction and dialogue with survivors of violence, review of documentary films based on testimonies of survivors, and case studies are some techniques utilised in the class.
  - Development of critical thinking and open-mindedness: Feminist pedagogies support class participants not merely to acquire new knowledge, but also to develop their thinking in new directions. Students are encouraged to reflect, discuss and present on thematic areas through group presentations, thematic poster exhibitions, audio-video presentations on gender issues, etc.
  - Experiential Learning: Experiential Learning is promoted through field visits, and interaction with stakeholders, collaborators and survivors of violence. Field visits are organised to government and non-government organisations, enabling students to understand their role and interventions in gender-based violence.
  - Social Action: Empowering students to take action and advocate for social change, whether through activism, community organizing, or other forms of social engagement, by encouraging students to organise gender awareness sessions and campaigns as part of field-based or class assignments.
-

## Resources and Materials on Gender Issues



The Institute has an extensive collection of that reflects a deep commitment to gender studies, offering a well-rounded exploration of feminist scholarship and gender discourse. There are more than 300 collection of books related to gender studies, feminism, women's rights,

and gender issues. The collection includes works by renowned scholars, activists, and feminist theorists such as Kamla Bhasin, Flavia Agnes, Judith Butler, Bell Hooks, and Naila Kabeer. Other prominent Indian and international authors include Tarabai Shinde, Mary Eagleton, Zoya Hasan, and Vandana Shiva. The collection of books also features contributions from organizations like AIDWA and research institutes focused on gender studies. The collection spans multiple decades, covering early feminist writings to contemporary discussions on gender equality, legal rights, and empowerment. Some books focus on historical accounts, while others examine modern gender dynamics, policy changes, and feminist movements. The document includes publications from the 1980s to the 2020s, reflecting the evolution of gender discourse over time. There are more than 30 Books available with its focus on queer literature and transnarratives. These books emphasize transgender activism, human rights issues, and social challenges faced by the *hijra* community in India. Several books explore the psychological aspects of gender identity and sexual orientation. These books emphasize transgender activism, human rights issues, and social challenges faced by the *hijra* community in India. Many books also explore the psychological aspects of gender identity and sexual orientation, examining societal norms, globalisation, and the shifting perception of gender roles. The Total number of theses for the academic year 2023- 2024 was 47. These theses, which include both MSW (Master of Social Work) dissertations and PhD theses. These theses collectively provide a gendered lens on issues of work, health, violence, family, and policy, showing the systemic challenges women and marginalized genders face. It can be safely inferred from the collection of research studies done that there is a growing academic interest in intersectionality, emphasizing on how gender intersects with caste, class, sexuality, and labour conditions.

## **D. EXTENSION PROGRAMMES AND FIELD ENGAGEMENT**

The College has a history of innovation in intervention in problem situations. Field Action Projects (FAPs), which are initiated by Faculty Members with students' participation have played a major role in establishing the College as a leadership training institute. Many of the FAPs evolved into Non-Governmental Organizations that are contributing to the development of the marginalized sections in India. The Field Action Projects have worked on issues ranging from dowry-related violence, prostitution, communal violence, malnourishment and deaths of children, domestic work, construction work, disability, Care for persons living with HIV/AIDs, disaster management, elder rights and youth empowerment. The target groups range from women in distress, street children, children with mental retardation, children of women in sex work, tribal communities, urban poor, and marginalized elders and so on. Currently, the College has three Field Action Projects: Spandan, Anubhav Youth Development Center and Pravas. Spandan aims to promote sustainable development for better livelihood and focuses on malnutrition issues at Talasari and Dahanu block of Palghar district, Maharashtra. Anubhav Youth Development Center.

Pravas is a field action project started by the College of Social Work, Nirmala Niketan, Mumbai, to help the senior citizens living in the Urban Marginalized Communities. The project was initiated to form self-supporting groups of senior citizens.

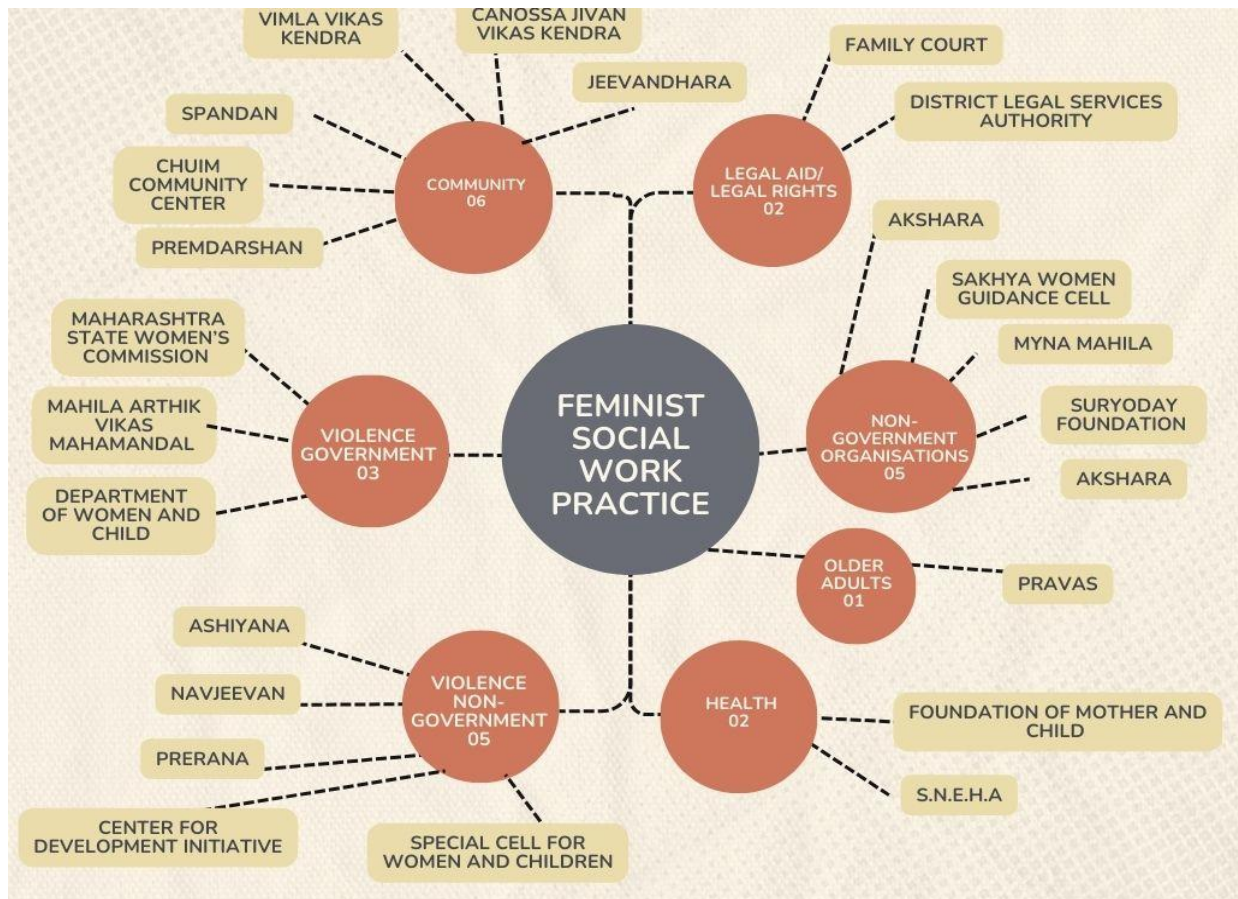
Anubhav Mumbai (1997-2019) was renamed as Anubhav Youth Development Centre (AYDC – September 2020 onwards). Through 'Anubhav Youth Development Center (AYDC)', the College of Social Work at the Extension Centre has initiated various interventions grounded in international and national strategic principles for youth empowerment. The main focus of AYDC is organising workshops on Constitutional Values, Personality Development, Developing Skills and Livelihood for city-level College youth and community youth and building a cadre of committed, sensitized and informed youth groups.

---

## E. FEMINIST SOCIAL WORK PRACTICE THROUGH FIELDWORK PRACTICUM

Students are placed in a range of fieldwork settings working directly and indirectly on gender issues. Interventions centered on Feminist Social Work Practice include working with women, working with men, community engagement and support, working with the system and addressing patriarchal structures. Students engage in Feminist Counselling, formation of consciousness-raising groups, sensitisation, case interventions and advocacy. The Fieldwork Practicum thus provide students and spaces to critically reflect, internalise and integrate principles and skills of Feminist Practice and Feminist Research in the field.

In 2024-2025, there were 24 organizations whose main client group were women. It is important to note that every placement engages with women as parents, community members, Placements include government and semi-government organizations, non-government organizations, special courts and legal aid services.



## **F. COMMUNITY ENGAGEMENT**

In the year 2025-2026, students and staff have participated in various programmes organized by Non-Governmental Organisations and Fieldwork agencies. The programmes are enumerated below:

On 15<sup>th</sup> October 2025, students placed at Special Cell for Women and Children attended the Stree Mukti Parishad organised by Stree Mukti Sanghatana titled “Stree Mukti Parishad.” The session was conducted to commemorate 50 years of the women’s movement led by the organization. Representatives from various NGOs, organizations, and foundations working in the field of women’s rights and social justice were invited to participate and share their experiences. The session created a platform for organizations to present the roles, interventions, and challenges they face while working with women and marginalized communities. Participants discussed key issues such as gender inequality, patriarchal norms, lack of awareness, social resistance, and structural barriers encountered during fieldwork. A collective discussion round encouraged participants to reflect on common challenges and explore possible strategies to address them. Emphasis was laid on the need for inter-organisational collaboration, community awareness programs, capacity building, and policy-level advocacy. The session concluded with a shared vision of building a society based on equality, justice, dignity, and respect for human rights, especially for women and marginalized groups.

Two students from the Master of Social Work, Semester II, participated in the Second Irene Heredia Memorial Biennial Public Talk at the Sophia College for Women, Mumbai, on Women in Healthcare: the dynamics of gender and violence by Dr Amar Jesani, Independent Researcher, Editor and Teacher of Bioethics and Public Health, on November 17<sup>th</sup> 2025

Participation of over 50 students in the 5-day exhibition from 19<sup>th</sup> to 23<sup>rd</sup> November on New Criminal Laws, showcasing all major changes in the laws and how they have the potential to change the Criminal Justice System for the benefit of citizens. Victim-centric and citizen-centric provisions have been depicted through digital and print media in 10 different stalls.

---

Eight Students from the Master of Social Work, Second Year, placed in Family Court, Bandra and Thane, organised a seminar on Holistic Approaches to Family Court Practices: Legal, Psychological, Cultural and Social Insights as part of their Fieldwork. The Seminar was organised as the micro-training program for the counsellors of family court. SSWs of DLSA, Family court Bandra and Thane, had prepared over 12 presentations on various topic according to themes. Presentations were made on Counselling Approaches and psychological support in family courts (3 presentations); Legal Frameworks, family laws and judicial gap (7 presentations); Cultural and social dimensions of family cases (2 presentations). Legal Frameworks, family laws and judicial gap (7 presentations); Cultural and social dimensions of family cases (2 presentations). The participants at the seminar were counsellors of the Family Court Bandra and Student social workers of SNTD College.

A workshop by Mr Santosh Shinde on Child Protection and related laws was organised by the College of Social Work [Empowered Autonomous] to commemorate International Child Rights Day on 20<sup>th</sup> November 2025.

On 22<sup>nd</sup> November, 2025, students placed at Special Cell for Women and Children attended the programme: *The Changing Mumbai and Us* organised by Stree Mukti Sanghatana. The programme brought together representatives from various organizations, community groups, women's collectives, and activists to discuss contemporary social challenges faced by the city of Mumbai. Key issues discussed included the increase in domestic violence cases, housing insecurity, inadequate sanitation, unsafe public transport, gender inequality, and the lack of recognition and protection of queer rights.

An awareness seminar with *Aanganwadi Sevikas* of Dharavi on strengthening community action to prevent and respond to domestic violence was organised by Master of Social Work, Semester IV students placed in LTMG, Sion for Fieldwork on November 28<sup>th</sup> 2025. Mrs Vandana Patil (Counsellor), S.N.E.H.A [Society for Nutrition, Education, and Health Action]

Students placed with Karunya Trust participated in the Orange the World Campaign, an international initiative against gender-based violence, observed for 16 days from 25<sup>th</sup> November 2025 to 10<sup>th</sup> December 2025. As part of the campaign, they engaged in various activities

---

organized by the Gyansaathi Project. This year, the students had the opportunity to conduct a street play on domestic violence, involving women from the community. The street play was performed at both a library and the agency's center, helping to raise awareness among the public. In addition, the students participated in activities such as wall painting, which provided them with a deeper understanding of the community and enhanced their learning experience.

Two Faculty Members, Dr Anita Machado and Dr Sonia H Rodrigues, participated in the Maharashtra Stree Mukti Parishad *Towards a Feminist Transformation of Society State-wide* Conference in Collaboration with Yashwantrao Chavan Centre on 20th December 2025. Participants included activists, social workers, academicians, social work practitioners, and students across the country. The participants obtained valuable insights into key themes such as forms of violence [natal family violence, marital family violence, caste-based violence, state-supported violence]; Challenges before the Indian Constitution; Queer, Trans, Intersex and Sex Workers' Movements: Struggles and Politics and so on.

#### **G. SUBJECT-BASED WORKSHOPS**

Various workshops were organized for students on themes concerning gender as part of the course on Women's Studies, open for all students and faculty to attend, the IC and the WDC. Some of the sessions focused on gender laws, trafficking, violence against women and field visits to government and non-government organizations working towards women's empowerment.

#### **H. REPRESENTATION OF STAFF IN ALL UNITS OF THE COLLEGE**

*Ratio of female to male staff at all levels [administrative, teaching, support]*

The gender-segregated data of the teaching and non-teaching staff of the College [Churchgate and Goregaon Campus] employed in various units were collected and collated as part of the gender audit. Table 5 reveals the numbers and percentages of female and male staff members who are part of the teaching and non-teaching fraternity. Among most of the categories, the representation of females is higher.

---

2024-2025

Table 5

Male and Female representation of staff

	Female		Male		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Teaching (Regular)	9	90	1	10	10	100
Teaching (Visiting)	8	80	2	20	10	100
Teaching (Ad hoc)	6	54.54	5	4.27	11	100
Administrative (Aided)	5	55.55	4	44.44	09	100
Administrative (Management)	6	42.85	8	57.14	14	100
Self-financing courses, Extension Center, Goregaon Campus	5	83.33	1	16.66	6	100
Field Action Projects	4	66.66	2	33.33	6	100
Field Instructors	5	100	--	--	5	100
Total						100

Table 6

Teaching [Regular] Female to Male: 9:1

Sr No	Name	Designation	Gender
1	Dr. Lidwin Dias	Principal	Female
2	Dr. Anita Machado	Associate Professor	Female
3	Dr. Sonia Rodrigues	Associate Professor	Female
4	Dr. Renu Shah	Associate Professor	Female
5	Ms. Meghna Vesvikar	Assistant Professor	Female
6	Dr. Roshni Alphonso	Assistant Professor	Female
7	Dr. Kalyani Talvelkar	Assistant Professor	Female
8	Dr. Saman Afroz	Assistant Professor	Female
9	Dr. Ronald Yesudhas	Assistant Professor	Male
10	Dr. Smita Bammidi	Assistant Professor	Female

**Table 7****Teaching [Ad hoc] Female to Male: 6:5**

Sr No	Name	Designation	Gender
1	Mr. Albin Thomas	Assistant Professor	Male
2	Ms Pallavi Xalxo	Assistant Professor	Female
3	Dr. Sameer Mohite	Assistant Professor	Male
4	Mr.Cletus Zuzarte	Assistant Professor	Male
5	Ms Fatema Kanchwala	Assistant Professor	Female
6	Ms Julia Dlima	Assistant Professor	Female
7	Dr Anjana Parmar	Assistant Professor	Female
8	Dr Virochan Raote	Assistant Professor	Male
9	Sr Aarokya Vinnarasi	Assistant Professor	Female
10	Mr Yadnesh Kadam	Assistant Professor	Male
11	Ms.Nirmiti Bhor	Assistant Professor	Female

**Table 8****Teaching [Visiting] Female to Male: 8:2**

Sr No.	Name	Designation	Gender
1	Mr Priyadarshan Naik	Course Instructor/Computer Instructor for College	Male
2	Ms Rena Rodricks	Course Instructor	Female
3	Adv Maharukh Adenwalla	Lecturer	Female
4	Dr.Suchitra Krishnaprasad	Lecturer	Female
5	Ms Pooja Kude	Lecturer	Female
6	Ms Vivian Almeida	Lecturer	Female
7	Ms Isha Tiwari	Lecturer	Female
8	Adv Rushila Rebello	Lecturer	Female
9	Ms Shama Sawant	Lecturer/College Counsellor	Female
10	Mr Benet J	Lecturer Research Officer, Research and Development Cell	Male

**Table 9**

**Field Instructors Female to Male 5:0**

Sr No.	Name	Designation	Gender
1	Ms Avanti More	Director, Family Service Center	Female
2	Ms Sheetal Florian Rebello	Associate Director, Family Service Center	Female
3	Ms Aureen Fernandes	School Coordinator, Social Work, Akanksha	Female
4	Ms Kavita Prakash Chandekar	Programme Director	Female
5	Adv Sharon Rodrigues	Senior Social Worker, Health Promotion Trust	Female

**Table 10**

**Administrative Female to Male: 6:8**

Sr No.	Name	Designation	Gender
1	Ms. Shweta Malvankar	Office Superintendent	Female
2	Ms. Greta Lopes	Accountant	Female
3	Ms. Alka D'Britto	Clerk-Cum-Typist	Female
4	Mr. Pravin Gavli	Librarian	Male
5	Ms. Maya Barsing	Library Clerk	Female
6	Mr. Santosh Phadke	Support Staff	Male
7	Ms. Sandhya Wankhede	Support Staff	Female
8	Mr. Wilson Fernandes	Support Staff	Male
9	Mr. Appa Sule	Support Staff	Male

**Table 11**  
**Administrative Female to Male: 6:8**

<b>Unaided Staff(Management Staff)</b>			
1	Ms. Sabeena Gonsalves	Administrator	Female
2	Ms Swati Karekar	Asst Administrator	Female
3	Mr Akshay Gamare	Accountant	Female
4	Ms. Pratima Badve	Accounts Clerk	Female
5	Ms. Manasi Sawant	Accounts Clerk	Female
6	Mr Priyadarshan Naik	Commuter Instructor	Male
7	Mr Vikrant Pandit	Technician	Male
8	Ms Jagruti Valvi	Library Assistant	Female
9	Mr Santosh Jagtap	Support Staff	Male
10	Mr. Mukund Modak	Audio Visual Unit Officer	Male
11	Mr. Vishal Koli	Support Staff	Male
12	Mr. Wilfred D'Souza	Support Staff	Male
13	Mr. Vilas Sawant	Support Staff	Male
14	Mr. Mahendra Pal	Support Staff	Male

**Table 12**  
**Self-Financing Courses, Extension Centre, Goregaon Campus**  
**Female to Male: 5:1**

<b>Sr No.</b>	<b>Name</b>	<b>Designation</b>	<b>Gender</b>
1	Dr Geeta Balakrishnan	Hon Director	Female
2	Dr Lidwin Dias	Principal	Female
3	Ms. Nilima Rodrigues	Associate Director	Female
4	Ms. Silviea Chettiar	Accountant.	Female
5	Ms. Birja Walmiki	Support Staff	Female
6	Mr. Sudhir Ujagaonkar,	Support Staff	Male

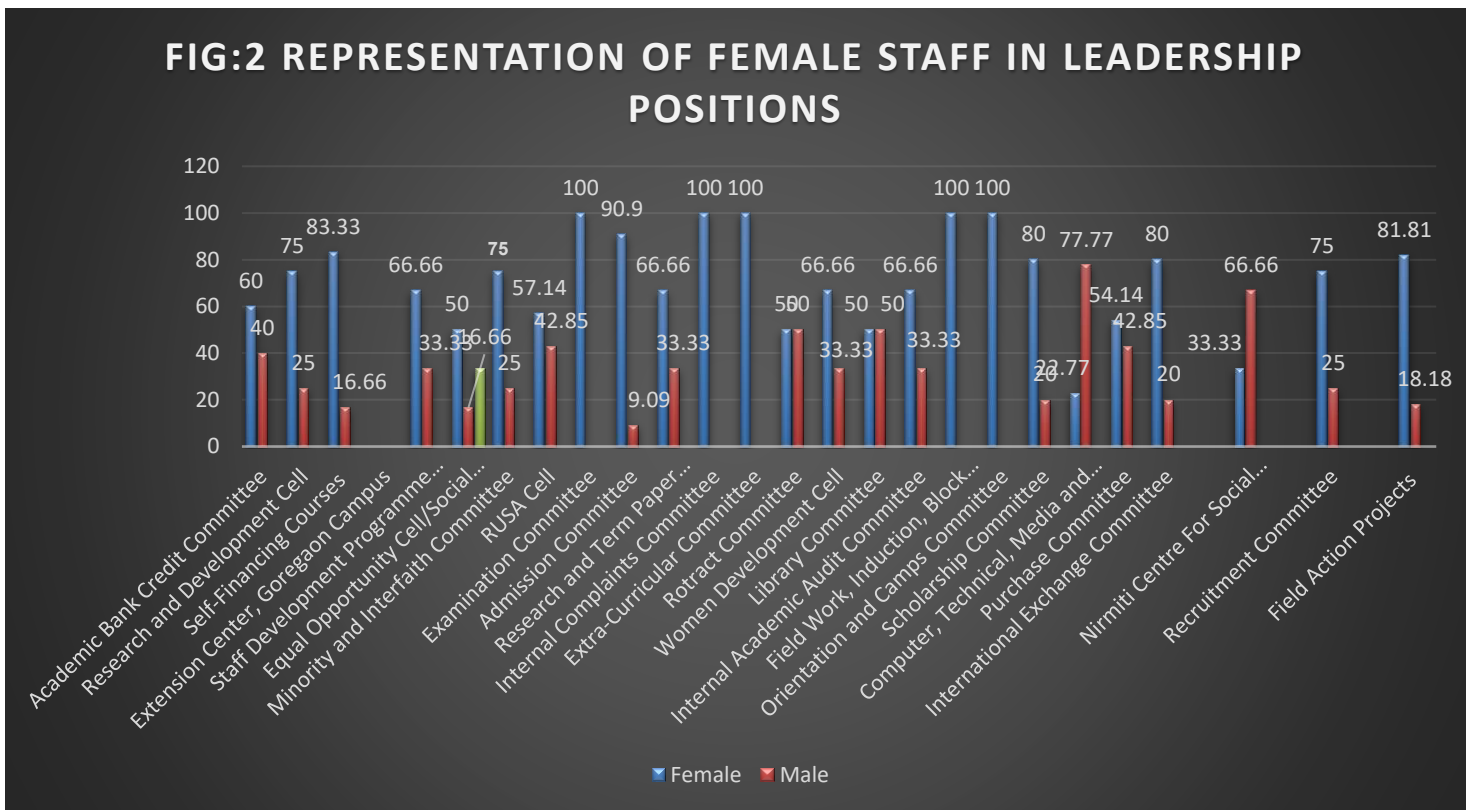
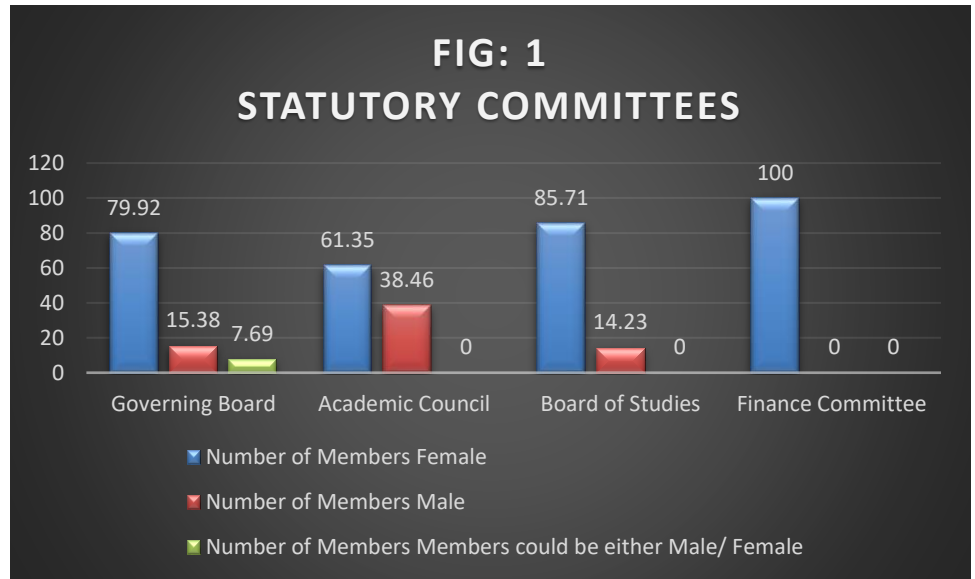
**Table 13 Field Action Projects**

**Female to Male: 4:2**

Sr No.	Name	Designation	Gender
<b>PRAVAS, Goregaon Campus</b>			
1	Ms. Swati Rane	Programme Officer, Pravas	Female
2	Mr. Shankar Suryavanshi	Para Professional cum office Assistant	Male
<b>ANUBHAV YOUTH DEVELOPMENT CENTER, Goregaon Campus</b>			
3	Mr. Sandesh Chandrakant Lalge	Programme Officer, Anubhav Youth Development Center	Male
<b>SPANDAN, Dahanu-Talsari, Palghar</b>			
4	Ms Nita Pagi	Programme Coordinator Spandan	Female
5	Ms Sanjana Ganpat Hadal	Animator	Female
6	Ms Clera Gonsalves	Director, Gyan Jyoti Community	Female

### Women in leadership positions

A fair percentage of leadership positions held by women is represented through gender representation in statutory and non-statutory bodies of the College. Of the four statutory committees, all were headed by female members. Of the 27 non-statutory committees, 18 were headed by female members, and two committees were headed equally by male and female members.



**Table 14**  
**Statutory Committees**

Sr No	Name of the Committee	In charge/ Chairperson/Convenor etc		Number of Members			Total
		Female	Male	Female	Male	Members could be either Male/ Female	
01	Governing Board	Ms. Philomena Sequeira (Chairman Trustee)	10	02	01	----	13
			----	<b>79.92</b>	<b>15.38</b>	<b>7.69</b>	100
02	Academic Council	Dr Lidwin Dias (Chairperson)	----	08	05	----	13
			----	<b>61.35</b>	<b>38.46</b>	----	100
03	Board of Studies	Dr Lidwin Dias (Chairperson)	----	12	02	----	14
			----	<b>85.71</b>	<b>14.23</b>	----	100
04	Finance Committee	Dr Lidwin Dias (Principal)	----	04	----	----	04
			----	<b>100</b>	----	----	100

**Table 15**

**Non-Statutory Committees**

Sr No	Name of the Committee	In charge/ Chairperson/Convenor etc		Number of Members			Total
		Female	Male	Female	Male	Members could be either Male/ Female	
01	Internal Quality Assurance Cell	Dr Anita Machado Coordinator	----	14	04	----	18
			----	77.77	22.22	----	100
02	College Development Committee [Planning and Evaluation]	Ms. Philomena Sequeira (Chairman Trustee)	----	10	04	----	14
			----	71.42	28.57	----	100
03	Academic Bank Credit Committee	Dr Ronald Yesudhas [Nodal Officer]	----	03	02	----	05
			----	60	40	----	100
04	Research and Development Cell	Dr Kalyani Talvelkar Faculty Incharge	----	03	01	----	04
			----	75	25	----	100
05	Self-Financing Courses Extension Center, Goregaon Campus	Dr Geeta Balkrishnan Honorary Director	----	05	01	----	06
			----	83.33	16.66	----	100
06	Staff Development Programme Committee	Dr Lidwin Dias	----	04	02	----	06
			----	66.66	33.33	----	100
07	Equal Opportunity Cell/Social Welfare Committee	Dr Sameer Mohite Convenor	----	03	01	02	06
			----	50	16.66	33.33	100

Sr No	Name of the Committee	In charge/ Chairperson/Convenor etc	Number of Members			Total
08	Minority and Interfaith Committee	Dr Cletus Zuzarte Convenor	03	01	----	04
			----	<b>75</b>	<b>25</b>	----
09	RUSA Cell	Dr. Kalyani Talvelkar, Assistant Professor Nodal Officer	04	03	----	07
			----	<b>57.14</b>	<b>42.85</b>	----
10	Examination Committee	Dr Anita Machado Controller of Examinations	06	----	----	06
			----	<b>100</b>	----	----
11	Admission Committee	Dr Kalyani Talvelkar Convenor	10	01	----	11
			----	<b>90.90</b>	<b>9.09</b>	----
12	Research and Term Paper Committee	Dr Renu Shah [Faculty Incharge]	02	01	----	03
			----	<b>66.66</b>	<b>33.33</b>	----

Sr No	Name of the Committee	In charge/ Chairperson/Convenor etc		Number of Members			Total
		Female	Male	Female	Male	Members could be either Male/ Female	
13	Internal Complaints Committee	Dr Sonia H Rodrigues Presiding Officer	----	05	----	----	05
				<b>100</b>	----	----	100
14	Extra-Curricular Committee	Dr Renu Shah Convenor	----	04	----	----	04
				<b>100</b>	----	----	100
15	Rotract Committee		Mr. Albin Thomas Convenor	01	01	----	02
				<b>50</b>	<b>50</b>	----	100
16	Women Development Cell	Dr Saman Afroz Convenor	----	04	02	----	06
				<b>66.66</b>	<b>33.33</b>	----	100
17	Library Committee	----	Mr Pravin Gavali Convenor	02	02	----	04
				<b>50</b>	<b>50</b>	----	100
18	Internal Academic Audit Committee	Ms. Philomena Sequeira, President of the College Management	----	02	01	----	03
				<b>66.66</b>	<b>33.33</b>	----	100
19	Field Work, Induction, Block Placement Committee	Dr. Sonia Rodrigues, Coordinator	----	04	----	----	04
				<b>100</b>	----	----	100
20	Orientation and Camps Committee	Dr. Smita Bammidi, Convenor	----	03	----	----	03
				<b>100</b>	----	----	100

Sr No	Name of the Committee	In charge/ Chairperson/Convenor etc	Number of Members	Number of Members			Total
21	Scholarship Committee	Ms. Shweta Malvankar, Convenor	----	04	01	----	05
				<b>80</b>	<b>20</b>	----	100
22	Computer, Technical, Media and Website Committee	----	Dr Ronald Yesudhas	02	07	----	09
				<b>22.77</b>	<b>77.77</b>	----	
23	Purchase Committee	Dr. Lidwin Dias, Convenor	----	04	03	----	07
				<b>54.14</b>	<b>42.85</b>	----	100
24	International Exchange Committee	Ms. Meghna Vesvikar, Convenor	----	04	01	----	05
				<b>80</b>	<b>20</b>	----	100
25	Nirmiti Centre For Social Innovation And Iic Committee	----	Mr Cletus zuzarte Convenor Dr Ronald Yesudhas Co-convenor	02	04	----	06
				<b>33.33</b>	<b>66.66</b>	----	100
26	Recruitment Committee	Ms. Pallavi Xalxo Convenor	----	03	01	----	
				<b>75</b>	<b>25</b>	----	
27	Field Action Projects	Dr Lidwin Dias Principal	----	09	02	----	11
				<b>81.81</b>	<b>18.18</b>	----	100

**Table 16**  
**Student Representation**

Regular Course Churchgate Campus	Male		Female		Total
	Frequency	Percent	Frequency	Percent	Frequency
Master of Social Work First Year	22	36.66	38	63.33	60
Master of Social Work Second Year	18	29.03	44	73.33	62
Bachelor of Social Work First Year	21	35.59	38	64.40	59
Bachelor of Social Work Second Year	19	36.53	33	63.46	52
Bachelor of Social Work Third Year	23	44.23	29	55.76	52
Doctoral Programme	7	46.66	8	53.33	15
MASIE	4	26.66	10	66.66	15
Post Graduate Diploma in Research Methodology			7	100	7
Post Graduate Diploma in Corporate Social Responsibility	8	44.44	10	55.55	18
Post Graduate Diploma in Therapeutic Counselling	1	7.14	13	92.85	14
Certificate Courses in Para Counselling	4	44.44	5	55.55	9
Certificate Course in Social Work for Para Professionals	5	33.33	10	66.66	15
Course in Geriatric Care			13	100	13
Certificate Course in Social Entrepreneurship	6	37.5	10	62.5	16

**Table 17**  
**Composition of Extra-Curricular Committee**

Class	Class Representative	Sports Committee	Literary Committee	Cultural Committee
BSW I	Mr. Darshan Bhanushali	Mr. Swayam Sawant	Mr. Parth Rajput	Ms. Arya Khanolkar
BSW II	Mr. Swaraj	Mr. Abhijith Shyju	Ms. Hrishita Sharma	Ms. Girija Talekar
BSW III	Mr. Parag Jadhav	Mr. Nivrutti Wad	Ms. Bhakti Gorivale	Ms. Zainab Shaikh
MSW I	Ms. Sarah	Mr. Harsh Bankar	Ms. Vanshika Surve	Mr. Ashish Jadhav
MSW II	Mr. Jaison Cheruveli	Ms. Sai Pawar	Mr. Ganesh Chavan	Ms. Javina Sequeira
MASIE I	Mr. Raj Jawake	Mr. Ram Shede	Ms. Ashwini Mohite	Mr. Saurabh Chaudhary
MASIE II	Mr. Pratik Wankhade			

**Table 18**  
**Composition of Students' Council (2024-25)**

Designation	Name	Sex	Course & Year
Principal (Chairperson)	Dr. Lidwin Dias	Female	-
Faculty Nominee	Dr. Renu Shah	Female	-
General Secretary & Literary Representative	Mr. Jaison Cheruveli	Male	MSW – II
Academic Merit Representative	Ms. Sakshi Nagnath Sarvgod	Female	BSW – I
Academic Merit Representative	Mr. Jermy Joseph	Male	BSW – II
Academic Merit Representative	Ms. Antara Sudeep Saxena	Female	BSW – III
Academic Merit Representative	Mr. Prasad Mahadev Kapse	Male	MSW – I
Academic Merit Representative	Ms. Amita Joji	Female	MSW – II
Academic Merit Representative	Ms. Brigit Viji	Female	MASIE – II
Sports Representative	Ms. Sai Sambhaji Pawar	Female	MSW – II
Cultural Representative	Ms. Zainab Shaikh	Female	BSW – III
Women Representative	Ms. Juee Bharat Sakpale	Female	BSW – III
Women Representative	Ms. Savita Hirve	Female	MSW – II

Table 19  
Rotaract Club

Sr No	Name of the Student	Gender	
1	Kusum Tiwari		Female
2	Shital Kolekar		Female
3	Carol Pereira		Female
4	Hrishita Sharma		Female
5	Sachi Sonawane		Female
6	Wilsy Reji C		Female
7	Narayani Wagh		Female
8	Mamta Junghare		Female
9	Raj Sanjay Jawalle		Male
10	Vaishnavi Gajanan Wankhade		Female
11	Dhruv Upadhyay	Male	
12	Angela Ann Saji		Female
13	Shephali Mahanta		Female
14	Arshiya Arifkha Pathan		Female
15	Priyanka Kannan		Female
16	Dipanshi Agarwal		Female
17	Darshan Bhanushali	Male	
18	Femy Biju		Female
19	Chavhan Ganesh Madhav	Male	
20	Sheron Elza Saji		Female
21	Om Ram Raghushe	Male	
22	Ashwini Mohite		Female
23	Pavan Shridhar Wagh	Male	
24	Rushikesh Nighot	Male	
25	Lavanya Dalvi		Female
26	Dnyaneshwar Ishte	Male	
27	Sienna joshi		Female
28	Archana Sharma		Female
29	Namrata Sandhewal		Female
30	Pallavi Patil		Female
31	Soumitra Patil	Male	Male
32	Shobek Benny	Male	Male

The gender wise segregation of data as indicated in the above tables highlight the dominant representation of female employees/students across most of the committees and departments.

## **I. GENDER RESPONSIVE AND GENDER GENDER-SENSITIVE POLICIES AND PRACTICES IN PLACE TO PROMOTE DIVERSITY AND INCLUSION**

### **2024-2025 and 2025-2026**

The College of Social Work is committed to creating and maintaining a gender-sensitive and congenial democratic working environment in which all collaborators work together feeling safe, secure, respected and valued. The Gender gender-sensitive policies of the College aim to create spaces that encourage mutual respect and peaceful coexistence, treating everyone equally while recognising and respecting inherent biological differences. The policies include:

#### **Provision of Child Care Leave.**

In April 2024, the Supreme Court of India ruled that childcare leave is a constitutional right for women in employment. The court ruled that childcare leave to a mother promotes the state's duty to ensure equal participation of women in the workforce. Female staff members of the College of Social Work have been provided concessions, and female staff members with minor children are provided concessions and childcare leave as per their needs. Caregivers and pregnant and lactating mothers are given special concessions through permission for flexible work hours, handling of courses and reporting and leaving hours of work.

#### **Maternity Leave Benefits**

The College adheres to the Maternal Leave Policy in India defined under the Maternity Benefit Act of 1961 (revised in 2017). These paid leaves are granted to pregnant or expecting female employees of the College to ensure the good health and well-being of themselves and their newborns. Maternity leave is a type of long-term paid leave granted to a pregnant employee in the College. It is a mandatory leave that the College provides to its employees before or after their delivery. As per the Act, all pregnant female employees are entitled to a maternity leave of 26 weeks for their first and second child. Out of these, they can take up to 8 weeks of leave before the delivery of their child. For the third or subsequent pregnancy, expectant mothers are eligible to take maternity leave of 12 weeks. Mothers who have adopted are eligible for a 12-week maternity leave, which starts from the day their newborn is handed over to them. In case of medical termination or accidental miscarriage, a woman employee can take 12 weeks of maternity leave, once medical proof of miscarriage is required. The College is exploring the policy for extending paternity leave to male staff with expectant spouses.

---

## **PoSH Policy**

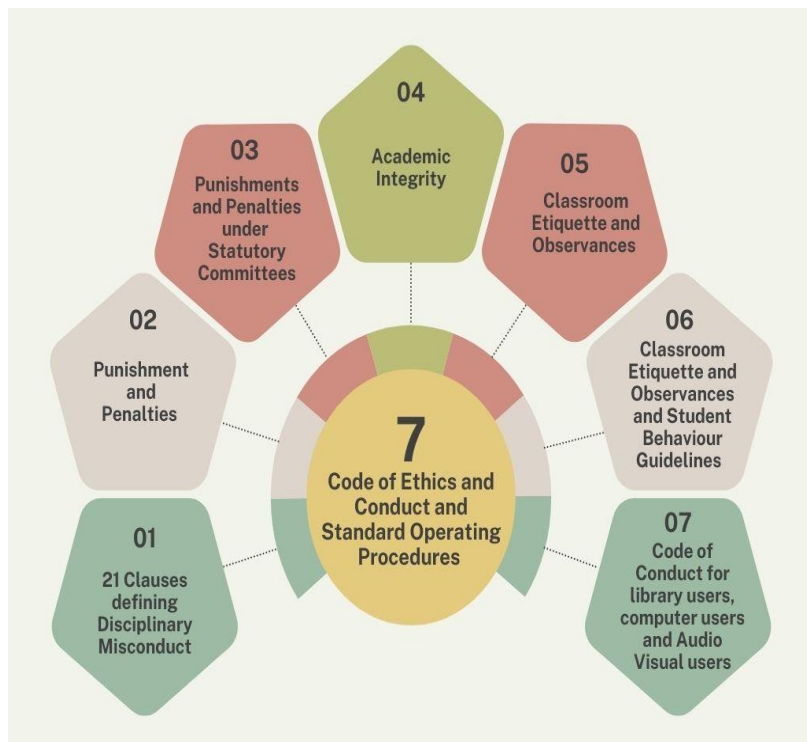
The PoSH Policy of the College is based on the "Prevention of Sexual Harassment" (POSH) Act, 2013 which mandates educational institutions to implement measures to prevent and address sexual harassment within their campuses, creating a safe learning environment for all students and staff by clearly defining what constitutes sexual harassment, outlining complaint procedures, and establishing a system for investigation and redressal of complaints; essentially aiming for a zero-tolerance approach towards any form of sexual misconduct. This policy is meant for the College to provide a basic understanding of sexual harassment in the workplace. Additionally, it is designed to offer Internal Complaints Committee/s established under the Act simple, user-friendly information on sexual harassment; what is expected of Complaints Committee/s to redress a complaint; and what the inquiry process and outcome should include. The ICC is also in the process of preparing a booklet on frequently asked questions on PoSH.

## **Safety Policy**

To ensure the professional safety of its student interns placed with various organizations for Fieldwork, the College has established a Safety Policy. Social Work organizations, whether governmental or non-governmental, work with communities or groups and provide services to various social groups within an increasingly complex social environment. Such situations can sometimes pose risk factors, which practitioners may perceive as unsafe, insecure, or prone to violence and abuse. The specific goals of the Safety Policy are to inform concerned individuals about the importance of student social workers' safety during organization and Fieldwork; to promote students' right to work in safe environments; and to ensure that students with safety concerns about their placements have a mechanism for redress. Faculty Advisors and Field Instructors must orient students and field supervisors regarding the College's Safety Policy. This policy serves as a guideline for all stakeholders, including collaborators, organization directors, supervisors, faculty members, instructors, fieldwork coordinators, and students. The College of Social Work is responsible for ensuring that social work students are educated about safety concepts and techniques and are supervised in safe environments.

---

## Code of Ethics and Conduct, along with Standard Procedures



The College of Social Work is committed to the realization of its vision and mission through its educational programmes. As an educational institute, the College endeavours to promote student growth through individual and collective responsibility. The institution has a prescribed code of ethics and conduct, along with standard procedures also uploaded on the website. This Code of Conduct indicates the standard procedures and

practices, including gender-sensitive behaviour and non-discriminatory behaviour.

The Code of Ethics and Conduct defines 21 types of disciplinary misconduct and includes punishments and penalties; punishments and penalties under Statutory Committees; Academic Integrity and Classroom Etiquette and Observances; and Code of Ethical Conduct for various units of the College: Library, Audio-visual, and Computer Lab.

At the beginning of the academic year, students are asked to sign an Undertaking committing their adherence to the Code of Ethics and Conduct of the College after an in-depth orientation is given to the students. The College also has a Code of Ethics and Conduct Committee to address grievances related to disciplinary misconduct.

Code of Ethics and Conduct Committee Members		
SL NO	NAME	DESIGNATION
1.	Dr. Lidwin Dias	Principal
2.	Dr. Anitha Machado	Internal Quality Assurance Cell, Coordinator.

## **Child Protection Policy**

The Child Protection Policy provides a framework of reasonable precautions to protect the safety and well-being of children, and the reporting obligations should an incident occur. The Child Protection Policy is consistent with the National Child Protection Policy, Ministry of Women and Child Development, Government of India.

## **Flexible Working Hours**

The International Workplace Group (IWG) and the International Labour Organisation have underscored the vital importance of allowing women to have flexible working arrangements for promoting gender equality and gender sensitivity in the labour market. Flexible working arrangements enhance work-life balance, productivity, and employee satisfaction if risks such as career advancement challenges, loss of social security, discrimination, stereotypes, and social isolation are addressed in the best interests of women. The College of Social Work offers staff member's flexibility in terms of reporting hours, work-from-home options, and breaks during work hours, among other benefits, to manage caregiving roles, health concerns, or caregiving responsibilities. Accountability is maintained through the Movement Register for all staff. Staff members are expected to provide details of their work and engagement beyond the College campus. Lactating mothers who stay nearby have been allowed to feed their newborns for at least three months after returning to work from maternity leave.

## **Gender Policy of the Catholic Church**

The College of Social Work adopts the guidelines of the Gender Policy of the Catholic Church, 2010, by the CBCI Commission for Women, Catholic Bishops 'Conference of India, as a framework for gender sensitive practices. The Policy guidelines on education, economic independence, participation in public life, violence against women, reaching out to Dalit and Tribal communities and so on provide a direction to foreground these themes in daily functioning. The admission policy, policy for safety and protection, gender sensitisation efforts, equal representation of women, equal pay, and working with the most marginalised through Field Action Projects Pravas and Spandan are some of the concrete ways in which the College has tried to implement the policy guidelines. The CBCI reminds all educational institutions under the Catholic Church to adapt to the policing of its daily functioning.

---

## **J. GENDER SENSITIVE PROVISIONS FOR FEMALE STAFF AND STUDENTS**

### **2024-2025 and 2025-2026**

Gender-responsive infrastructure for educational facilities creates safe, accessible, and inclusive learning environments for all. Initiatives to promote gender-responsive infrastructure are enumerated below:

#### *Provision for All –gender accessible facilities (bathrooms, common rooms)*

The College had made provisions for WASH [Water, Sanitation and Hygiene] and menstrual hygiene management (MHM)-friendly latrines through safe, private, and clean toilets with water to comfortably change and dispose of sanitary pads. MHM-friendly WASH facilities, including an adequate number of latrines that are in a safe location, gender-segregated, clean, and provide privacy with features such as doors and internal locks, easy access to water supply for washing body and clothes, adequate lighting, rubbish bin with lid inside toilet cubicles for disposal, hand washing stations with soap and water, and mirrors are provided. The College provides sanitary napkin dispensing and disposal machines fitted in the washrooms on the first and second floors. A restroom for transgender individuals is available on the third floor.

#### *Safe and inclusive spaces for students of all genders.*

Addressing safety concerns around harassment, sexual assault, and violence is paramount in mitigating the risks often faced by girls, LGBTQI, and other vulnerable students through awareness, sensitisation and redressal mechanisms. A mandatory orientation is organised for all stakeholders, specifically Fieldwork Organizations and students on the Code of Conduct and safety policy of the College by the Faculty Advisor in the group conference held during the first week of Fieldwork. There are several safety features in place, keeping in mind the need for the safety of all persons on campus. Forty-nine CCTV cameras are installed at all prominent locations on the campus and in all classrooms. On campus, the College has a male security guard and two female receptionists on two shifts. Students are not permitted to enter without the verification of the College Identity Card. Visitors are expected to enter their details at the reception and only if the purpose of the visit is confirmed are they allowed in. The College has created spaces for confidential counselling where students can talk with complete physical, visual and auditory privacy. *Counselling services are made available on the Second Floor of the College for staff and students through a Counsellor appointed to provide psychosocial*

---

*support and guidance. Adequate lighting throughout educational facilities and surrounding areas.*

*Common room for girls: There is a common room only for girls on the second floor.*

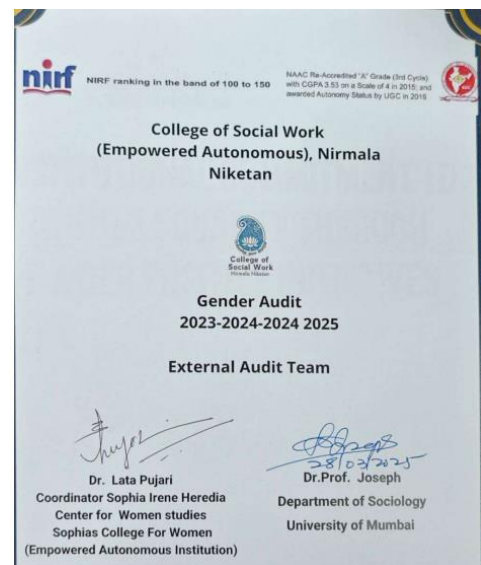
*Other facilities available: The College is centrally located within 500 km of Churchgate Railway Station and Goregaon East Railway Station, facilitating accessibility. There are accessibility provisions for students and educators with disabilities, including adaptations such as ramps and toilets with handles or rails. While the College does not have a daycare centre, there is an openness to the presence of children of staff members on the campus whenever the child accompanies the staff member. The Marie Adelaide Play Lab is also a space that the children could explore during their visit to the College. Safe and accessible open spaces are provided for students to study and socialise.*

## **K. GENDER AUDIT**

### **2025-2026**

The IQAC has initiated various audits to ensure the institution maintains high standards of academic quality, sustainability, examination processes, and gender inclusivity. A Gender Audit was conducted on March 28, 2025, at College of Social Work, Nirmala Niketan (Empowered Autonomous), Mumbai, to assess gender equity and inclusivity within the institution. The audit aimed to evaluate institutional policies, practices, and structures from a gender perspective. The audit was attended by Dr Lata Pujari- Coordinator, Sophia Irene Heredia Centre for Women's Studies and Dr Joseph,

Department of Sociology, University of Mumbai. The objectives of the Gender Audit are to assess gender representation in faculty, administration, and student enrolment; to evaluate institutional policies on gender sensitivity, safety, and inclusivity; to examine gender dynamics in leadership roles, decision-making processes, and governance structures; to identify gaps and challenges in creating an equitable and inclusive learning environment and to recommend



strategies for promoting gender equity in institutional policies, curriculum, infrastructure, and student support services.

To facilitate the Gender Audit process, the Committee collected gender-segregated data on all quantitative indicators from various documents, including the Admission Committee Report, Syllabus, and Annual Reports of various committees, IQAC documents, Field Action Project reports, and Faculty Engagement and syllabus. The functioning and activities of key players like the Internal Complaints Committee and the Women Development Cell were obtained. Surveys were distributed to faculty members, non-teaching staff, and students to assess their perceptions and experiences with the College's gender initiatives. The various academic activities, including research and extension activities that revolved around gender, were collated. The Gender Audit was conducted mainly to find out the extent of gender inclusion and gender balance within the College in the following dimensions: Representation; Academic/Co-curricular programmes; Infrastructure; Policies and Extension Programmes.

The overall recommendations of the Gender Audit were to develop a resource centre at the College for gender-based awareness, including documentary films and other digital and printed material; conscious attempts need to be made to include women and queer authors and theorists in the syllabi of all courses and in addition to campaigns/awareness programs addressing issues of gender, urgently address issues of masculinity. Suggestions to organize seminars/conferences to address all gender dimensions; publication of a gender-based journal can be started, or a special issue addressing gender issues; provision of restrooms for other genders; more scholarships for gender equality and gender champions programme to be implemented on campus were also provided. *The specific actions based on the overall recommendations stated below were shared with each committee during Faculty and IQAC meetings.*

### **Women's Development Cell**

#### *Develop a Gender Resource Centre*

Recommended Actions: Establish a Gender Resource Centre equipped with books, research papers, documentary films, and digital materials; organize monthly discussions, film screenings, and workshops on gender-related topics; Conduct seminars and conferences on various gender dimensions; and facilitate faculty workshops focused on inclusive curriculum development.

---

### *Address Issues of Masculinity in Awareness Programs*

Recommended Actions: Conduct gender sensitization workshops specifically addressing masculinity and its social implications; Collaborate with psychologists, counsellors, and NGOs for expert-led sessions.

### *Implement a Gender Champions Program on Campus*

Recommended Actions: Establish a student-led Gender Champions group to promote inclusivity and gender sensitivity; organize peer education and outreach initiatives focused on gender rights, and encourage student volunteers to actively engage in gender advocacy.

## **Recommended Actions for the Syllabus Committee, Library Committee, and Faculty Members Handling Gender Studies Courses**

### *Incorporate Women & Queer Authors in the Curriculum*

Recommended Actions: Review existing syllabi to integrate works by women and queer scholars; ensure diverse and inclusive representation in reading lists and academic references.

### *Introduce Women's Studies as a Core Subject*

Recommended Actions: Propose Women's Studies as a mandatory course in relevant academic programs; Develop interdisciplinary courses that incorporate gender perspectives; and obtain necessary academic approvals for implementing the revised syllabus.

## **Recommended actions for the in-house journal perspectives in social work**

### *Start a Gender-Based Journal / Special Issue*

Recommended Actions: Launch a bi-annual gender studies journal featuring original research, perspectives, and case studies; encourage both students and faculty to contribute scholarly articles.

## **Recommended Actions for the Admin Unit**

### *Establish Restrooms for Other Genders*

Recommended Actions: Identify appropriate campus locations for gender-neutral restrooms; allocate budget and administrative approvals for necessary modifications; and ensure proper signage and safe, inclusive accessibility.

---

### *Offer More Scholarships to Promote Gender Equality*

Recommended Actions: Identify and secure funding sources for scholarships supporting gender equality; partner with corporates and NGOs to sponsor scholarship initiatives; and publicize financial assistance opportunities to eligible students through effective outreach.

### **Recommended actions for the Job Placement Cell**

#### *Track Job Placement & Dropout Rates for Female Students*

Recommended Actions: Collect data on employment trends of female graduates, particularly in gender-focused organizations; conduct exit surveys to understand workforce-related challenges; and implement career counselling and mentorship programs specifically targeting women students.

The Job Placement Cell (JPC) of the College of Social Work had a transformative year in 2024-25, expanding opportunities for students and strengthening connections with recruiters in different fields. The cell worked diligently to bridge the gap between academic learning and professional practice, ensuring that students were well-equipped for meaningful employment. Throughout the year, the placement cell conducted a series of workshops, grooming sessions, and job readiness programs to enhance students' employability. A total of 14 such inputs were organised. These sessions focused on resume-building, interview preparation, communication skills, leadership development, and decision-making, providing students with both technical expertise and soft skills required in the professional world. The introduction of mock interviews, professional training, and interactive Q&A sessions further refined students' confidence and job market readiness. A key highlight of the year was the successful execution of 25 Pre-Placement Talks (PPTs), where organizations from various sectors engaged with students to discuss their work, hiring processes, and expectations. These sessions provided valuable insights into career paths in NGOs, CSR initiatives, healthcare, education, and social enterprises, allowing students to make informed decisions about their professional futures. The JPC also prioritized strategic outreach and recruiter engagement, contacting over 200 organizations online and 40+ through offline networking. The cell successfully onboarded multiple new recruiters while also addressing salary concerns and job role clarity to ensure sustainable placements. These efforts resulted in increased hiring opportunities and diversified job roles, catering to students' varying interests and skill sets.

---

General Body Meetings (GBMs) played a crucial role in policy-making, feedback collection, and process refinement. Discussions focused on scheduling pre-placement talks closer to interviews, streamlining recruiter follow-ups, setting clear guidelines for offer acceptance, and enhancing communication through a centralized information system. Weekly updates, coordination between different placement committees, digital storage and use of necessary documents, and structured FAQs improved transparency and coordination.

The Job Placement Cell 2024-25 witnessed significant growth in student engagement, recruiter partnerships, and placement success rates. With a structured approach to skill development, employer engagement, and career mentoring, the placement cell ensured that students were well-prepared for impactful careers in the social sector. Moving forward, the JPC aims to expand its recruiter base, enhance negotiation strategies, and introduce more hands-on training opportunities to further strengthen the career prospects of the upcoming student batches.

The Job Placement Cell of the College of Social Work (Empowered Autonomous), Nirmala Niketan, is dedicated to facilitating meaningful employment opportunities for students by bridging the gap between academic learning and professional engagement. Our mission is to equip students with the necessary skills, knowledge, and confidence to enter the workforce as competent social work professionals, contributing effectively to organizations in the social sector. The objectives of the Job Placement Cell are enhancing employability skills; facilitating student-employer engagement; supporting career development, ensuring hundred percent placement assistance; encouraging student leadership in placements, and strengthening theoretical and practical knowledge application.

The Job Placement Cell conducted a series of workshops throughout the academic year 2024-25 to enhance students' employability skills. These workshops are aimed at job readiness, leadership, confidence building, decision-making, communication, interview skills, resume writing, and grant proposal writing.

---

The Job Placement Cell organized several Pre-Placement Talks (PPTs) during the academic year 2024-2025. These sessions introduced students to various organizations, their missions, and job opportunities while providing insights into career pathways in the social sector. Organisations that conducted Pre-Placement Talks were Akshaya Chaitanya (2nd January 2025); Lighthouse Project (2nd January 2025); Katalyst India (7th January 2025); Teach for India (7th January 2025); Access Livelihoods (9th January 2025); Magic Bus (9th January 2025); Lighthouse Communities Foundation (16th January 2025); Médecins Sans Frontières (MSF) – Doctors Without Borders (16th January 2025); Nav Yuva Bharat (17th January 2025); Social Axiom Foundation (17th January 2025); United Way Mumbai (21st January 2025); St. Jude India Childcare (23rd January 2025); TNS (23rd January 2025); Helen O Grady (30 January 2025); Gandhi Fellowship (30 January 2025); Arpan (31st January 2025); Renovate India (31st January 2025); Atmasantosh Foundation (6th February 2025); Dharohar (7th February 2025); Environmentalist Foundation of India (EFI) (12th February 2025); Aseema Charitable Trust (20th February 2025); D-Mart Foundation (24th February 2025); Communicare Education (25th February 2025); Myna Mahila Foundation (27th February 2025); Salaam Bombay (28th February 2025)

The Job Placement Cell (JPC) conducted multiple General Body Meetings (GBMs) to review key aspects of the placement process, including pre-placement talks, interview schedules, outreach efforts, student participation, and overall coordination. These meetings were held on December 23, 2024, and January 20, 2025, with an additional Volunteer Team Meeting on January 27, 2025, focusing on refining placement procedures and improving recruiter communication. The Job Placement Cell (JPC) at the College of Social Work, Nirmala Niketan, held the Brochure Unveiling Session on **October 19, 2024**, to officially launch the 2024-25 Placement Brochure. The event aimed to highlight JPC's initiatives, connect students with recruiters, and encourage professional growth. Mr Harsh Pandey, CSR Professional at Tata Group, was the chief guest, offering insights on career development, self-reflection, and the evolving role of social workers in CSR. Most of the students who participated in the JPC activities and/or received placement were female students.

---

## **FACILITIES FOR THE MANAGEMENT OF DEGRADABLE AND NON- DEGRADABLE WASTE**

### **2024-2025 AND 2025-2026**

An Energy and Green Audit was conducted on March 6th 2025, by the External Audit Team, Power Tech Energy Solutions. An energy audit is an inspection, survey and analysis of energy flows, for energy conservation in a building, process or system to reduce the amount of energy input into the system without negatively affecting the output(s). In commercial and industrial real estate, an energy audit is the first step in identifying opportunities to reduce energy expense and carbon footprints.

#### *A summary of the Energy Audit of the College*

Electricity Bill Analysis. There is one energy meter on the College's campus premises. The meter is used for the consumer with the following name: Institute of Social Service. The monthly electricity bill is issued by BEST based on the electricity consumed and is paid by the College.

Lighting: LED lights and conventional lights are used throughout the College. A total of 229, 143 LED lights and 86 conventional lights are installed in various areas of the College. The total light load is 5.7 kW. The utilization of LED lighting across the College premises signifies a commitment to energy efficiency and sustainability

Ceiling Fan: Conventional ceiling fans of 75W are installed in whole campus. There are total 137 number of ceilings fans installed. Total ceiling fan load is 10.27 kW.

The monthly energy consumption of the College (kWh) is 2901.2 % and saving on Energy Usage is 61.34%

#### *A summary of the Green Audit of the College*

Green Audit is assigned to the Criteria VII of the NAAC, National Assessment and Accreditation Council. The objective of carrying out Green Audit is securing the environment and cut down the threats posed to human health; to make sure that rules and regulations are taken care of; to avoid the interruptions in environment that are more difficult to handle and their correction requires high cost; and to suggest the best protocols for adding to sustainable development. The benefits of Green Audit is to shield the environment; recognize the cost saving methods through waste minimizing and managing; point out the prevailing and forthcoming complications;

---

Authenticate conformity with the implemented laws; empower the organizations to frame a better environmental performance; portray a good image of a company which helps building better relationships with the group of stakeholders and enhance the alertness for environmental guidelines and duties.

Use of renewable energy – Solar water heaters in hostels & Solar PV system: Water heating requirement in the hostels is being fulfilled by solar water heaters. College has installed the solar PV plant of 30 kW on the rooftop & 10kW on extension centres rooftop to generate electricity and reduce CO<sub>2</sub> emission, reducing approximately annually 0.32 Tons of CO<sub>2</sub> emission due to the solar PV system

Plastic Awareness: The College encourages everyone to say no to plastic in an effort to create a more sustainable campus.

E-waste Management: The College's e-waste management reflects a commitment to environmental responsibility and sustainability, promoting proper disposal practices for electronic devices

---

## Initiatives by the College towards Waste Management

### *Waste segregation*

There are separate bins for wet and dry waste, as per the Brihanmumbai Corporation Guidelines. An orientation is conducted for all classes to raise awareness about keeping the environment clean, with regular announcements and posters displayed in every classroom. Students are encouraged to take responsibility for maintaining cleanliness in their classrooms and are asked to clean them independently when necessary through activities like *Shramdaan*. The housekeeping staff and gardeners assist with waste segregation, which is done at the source and collected by *Safai Karmacharis* for proper disposal at the Municipal Corporation's dumping yards. The importance of environmental cleanliness is taught to students through regular announcements in class, and they are urged to maintain cleanliness by cleaning their classrooms as needed.



## *Solid Waste Management*

Waste is collected in an organized manner, segregated into different categories, and then sold to approved vendors for recycling. The shift towards a paperless system was highlighted, with the use of electronic methods such as WhatsApp, email, and Google Classroom for office work. Additionally, the practice of using one side of paper for tasks like faxes, printing drafts, meeting minutes, memos, and notes in the office is promoted to reduce waste. Students and staff are encouraged to use waste paper and newspapers creatively during workshops and extracurricular activities related to various subjects. Fines are imposed on a class if waste is not properly managed, as both a preventive and primitive measure. Regarding biomedical waste, arrangements are made for the disposal of sanitary napkins in all the washrooms of the College.



**Waste to best activity conducted by college**



**Segregation of plastic waste**

### *E- Waste Management*

In line with its commitment to sustainable practices, the College recently took a significant step by handing over 179 kg of e-waste for recycling on July 19, 2024. Through this initiative, the College aimed to raise awareness about the importance of proper e-waste management and reduce its environmental impact. Instead, all e-waste generated within the College premises is collected and stored in a designated cupboard. Once a sufficient amount of e-waste has been accumulated, the College plans to take proactive measures to address the issue. This will likely involve partnering with certified e-waste recycling vendors to ensure the proper disposal and recycling of electronic waste in an environmentally responsible manner.

---



***E-Waste Collection Point Hostel***



***E-Waste storage in Extension Centre***



Recycling Pvt. Ltd.

Format1.0/RO-HQ/UAN No.MPCB-CONSENT-0000180108/CO/2310000816



## CERTIFICATE OF E-WASTE RECYCLING

Certificate No. : GERPL/25-26/071  
Date of Issue : 18-08-2025

This is to certify that E-waste received of  
**206 kgs**  
for recycling from

**COLLEGE OF SOCIAL WORK ( EMPOWERED AUTONOMOUS )  
NIRMALA NIKETAN EXTENSION CENTRE**

FROM - Virwani, Gate No.2 St. Pius Campus, Goregaon East Mumbai -400063.

Pickup Date : 09-08-2025

have been Recycled in Environment friendly manner  
as per E-waste management & handling rules 2022 & as ammend there after.

We appreciate your contribution towards the green environment.



**Greenlife Ewaste Recycling Pvt. Ltd.**  
Plot No. 11, Gut No. 40, Karodi, Aurangabad, Waluj MIDC,  
Tal. & Dist. Aurangabad - 431136.

Contact No. : 9137316557  
E-mail : info@greenlifeewaste.com  
Web : www.greenlifeewaste.com



### *Waste Recycling System*

The College actively encourages paperless work practices across various departments and activities to reduce paper consumption and minimize waste. This initiative aligns with the College's broader environmental sustainability goals, aiming to reduce the ecological footprint of its operations. In addition to paperless practices, any paper waste generated by the College is sold to the paper industry for recycling, ensuring that it is repurposed in a way that supports sustainable practices. During a Faculty Meeting, a significant decision was made to ban the use of plastic for any College event. This decision reflects the institution's commitment to reducing plastic waste and promoting eco-friendlier alternatives. As a result of this policy, paper-made products and cloth bags are now to be used for event kits, replacing plastic items that were previously common at such events. This change not only reduces plastic waste but also encourages the use of biodegradable and reusable materials. Students are encouraged to creatively utilize wastepaper and newspapers in various subject-based workshops, extracurricular activities, and College events. This practice allows students to explore innovative ways of reusing materials, fostering creativity and environmental awareness. For example, wastepaper and newspapers are often repurposed to create decorations, art, and other creative projects, such as the backdrop for the Annual Day celebration. By incorporating these sustainable practices, the College not only promotes environmental consciousness but also empowers students to take an active role in supporting eco-friendly initiatives within the campus community.

### *Vermicomposting plant*

A Vermicomposting Plant had been installed on the extension centre to promote sustainable waste management practices. This initiative was part of the institution's efforts to reduce waste and enhance its environmental sustainability. The plant would be used for composting organic waste, converting it into nutrient-rich soil, which could later be used for the College's gardens and landscaping projects. This step was taken to not only manage waste more effectively but also to educate students about the importance of eco-friendly practices.

---



**Vermicomposting Plant**



**Metal Waste Segregated**



**Vermicomposting Plant**

## **Initiatives towards Water Conservation**

### *Water Recycling*

The College has constructed a bore well and tank, both equipped with specially marked red connections, distinct from the municipal water supply system. This initiative is designed to conserve water and ensure sustainable practices on campus. The bore well and tank are primarily intended for non-drinking purposes, such as washing, gardening, and other essential tasks that do not require potable water. By utilizing these resources, the College aims to reduce the consumption of treated municipal water, promoting environmental sustainability and efficient water management across the campus. Additionally, a water level indicator has been implemented at the extension center, which automatically cuts off the water supply once it reaches the designated level. This system ensures that water is used efficiently and prevents overuse.

These initiatives highlight the College's commitment to water conservation, demonstrating a proactive approach toward sustainable resource management. • By incorporating such practices, the College not only conserves water but also sets an example of environmental responsibility for the entire campus community



***Bore well for water conservation***



***Water level indicator installed in water tank***

### *Rain Water Harvesting*

The College has implemented a water harvesting initiative at its extension center to promote sustainable water management and conservation. This initiative is part of the College's broader commitment to environmental responsibility and efficient resource use. The extension center now has a rainwater harvesting system in place, designed to capture and store rainwater for various non-potable uses across the campus. The rainwater collected through this system is directed to a dedicated storage tank, which is then used for activities such as landscaping, gardening, and other operational needs that do not require potable water. By harnessing rainwater, the College reduces its reliance on municipal water supply, thereby conserving valuable water resources and lowering the institution's overall water consumption. In addition to the physical infrastructure, the College has also raised awareness among students and staff about the importance of water conservation. Educational campaigns, workshops, and informational materials are provided to emphasize the role that water harvesting plays in sustaining the environment. This initiative not only helps in reducing the campus's environmental impact but also sets an example for students and the local community about the importance of sustainable water practices. The College's water harvesting efforts at the extension center demonstrate a proactive approach to managing natural resources efficiently and contribute to the institution's broader environmental sustainability goals.



***Rain Water Harvesting in Extension Centre***

## Recycling and Treatment of Wet Waste Initiative



The College took the initiative of Wet Waste Management, focusing on organic and food waste, which is a crucial component of achieving several Sustainable Development Goals (SDGs), with the primary focus falling under Goal 12. On 7th November 2025, the Indian Pollution Control Association, under the CSR initiative of Swarn Lata Motherson Trust, installed the Aerobin composter at the College of Social Work, Extension Centre, Goregaon, which helps with recycling and treatment of wet waste. The inaugural was graced by Prof Lidwin Dias, Principal, Staff and students, Extension Centre, members of the Nirmala Niketan Institute, and the staff, Asha Kiran Canteen. Mr Prathamesh Salgaonkar, Assistant Manager spoke on the importance of the Wet Waste initiative and Aerobic composter works. Mr Raghuvir Krishnaji and Mr Atish Pradhan, Field Supervisors demonstrated the process and how to use and maintain the Aerobic composters.

## **Initiatives towards Green Campus**

The College takes immense pride in its meticulously maintained landscaping, which is not only aesthetically pleasing but also serves an environmental purpose. The campus features a diverse array of trees and plants, many of which are known for their medicinal properties. This wide variety of flora contributes to the overall ecological health of the environment, while also offering valuable resources for research and learning. The landscaping design focuses on sustainability and creating a green, vibrant atmosphere that enhances the College's commitment to environmental conservation. As a token of appreciation, guests and visitors to the College are often presented with saplings from the College garden. This gesture not only symbolizes the institution's dedication to environmental stewardship but also encourages individuals to participate in green initiatives by planting and nurturing these saplings in their own environments. These thoughtful gifts reflect the College's values of promoting sustainability and fostering a connection with nature. In keeping with its strong commitment to environmental responsibility, the College has taken a firm stance against the use of plastic on campus. Recognizing the detrimental effects of plastic on the environment, the institution strictly prohibits its use in all activities and events. Instead, the College prioritizes the use of eco-friendly alternatives, such as materials sourced from paper and indigenous materials. This policy ensures that every event, workshop, and gathering adheres to the principles of sustainability, minimizing waste and supporting the College's broader goal of promoting environmental stewardship and responsible resource use. Through these initiatives, the College not only creates a cleaner, greener campus but also sets an example for students, staff, and the community in adopting environmentally conscious practices.



*Landscapes & Pedestrian Friendly Pathway in Extension Centre*



*Landscapes & Pedestrian Friendly Pathway in College Campus*



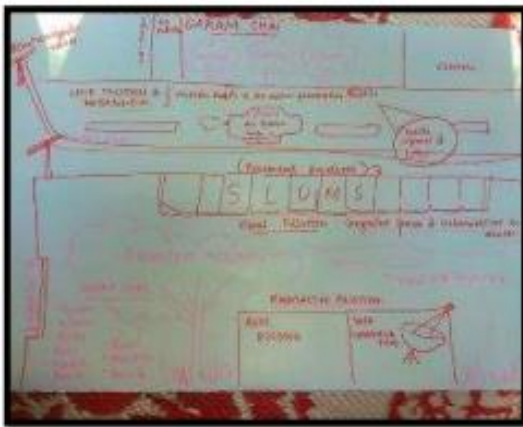
*Landscapes & Pedestrian Friendly Pathway in College Campus*

## Initiatives against Pollution

The College of Social Work (Autonomous) Nirmala Niketan is a pioneering institute in the field of social work. With over 70 years of legacy in social work, the institution has been actively involved in addressing various social issues through its academic programs and rigorous field interventions. Additionally, nature and environmental conservation have been integral components of these efforts. The College has made numerous contributions in these areas, which were highlighted below: -

### *Pollution Mapping*

Sustainable Development is an inevitable concept when it comes to the social sector. Development plans of the government as well as Non-Government Organizations always revolve around the Sustainable Development Goals. In order to give a better understanding and clarity for the students in the area of sustainability, an elective paper is introduced for the second year Master of Social Work students titled Sustainable Development and Environment. As part of this programme, a pollution mapping was introduced, combining the lessons on different kinds of pollution and the PRA technique of community mapping in social work on 21.09.2024. The mapping took place within 500 meters radius of the College of Social Work (Autonomous), Nirmala Niketan. Students were divided into groups and sent to the surrounding areas, and asked to observe the different types of pollution they came across during their walk. Students were asked to map the pollution once they were back after their visit. Discussions were facilitated by the faculty member, and the students shared the various pollutions such as air, water, soil, noise and so on. Students also provided various solutions that can be put into practice to prevent these pollutions.



### *Oath against Noise Pollution*

Noise pollution remains a serious concern especially in the cities. Mumbai being a fast growing metropolitan city, also witnesses development at a speed that is much higher than most of the cities in the country. Along with increase in the infrastructural facilities and other advancements, increasing pollution is also the flip side of the coin. Noise pollution, although being a serious concern in cities, becomes the least discussed types of pollution. Though there are few efforts by the government and the municipal corporations to curb this issue, it still remains one of the major concerns which will also have serious impact on the quality of human life. In order to spread an awareness about the reality of noise pollution and also to ensure responsible behavior among the students towards reducing and controlling noise pollution, an oath was taken by the College of Social Work on 21.02.2025 at 12.00 noon. More than 300 students, faculty members and staff participated in the oath-taking.

The oath-taking ceremony instilled a sense of responsibility among the students and staff members towards society. It touched upon the areas of honking in public, soundproofing, usage of excessive fire crackers, high frequency mike systems and so on.



## **Green Initiatives by the College towards Courses Offered**

In response to the growing global concern over environmental degradation, climate change, and sustainability, educational institutions have integrated green initiatives into their curricula. The Environmental Studies course for BSW I and the Sustainable Development course for MSW II have been designed to equip students with the knowledge, skills, and attitudes necessary for promoting ecological balance and social responsibility. These courses aim to foster environmental stewardship, sustainable practices, and an understanding of the interdependence between social work and ecological well-being.

Integration of Green Initiatives in Environmental Studies (BSW I): The Environmental Studies course for BSW I focuses on building a foundational understanding of environmental issues and their impact on individuals, communities, and social work practice. The curriculum incorporates green initiatives in the following ways: Sustainable Development (MSW II) and Green Initiatives.

The Sustainable Development course for MSW II expands on the foundational concepts from BSW I and integrates advanced strategies for promoting sustainability in social work. The Environmental Studies and Sustainable Development courses are strategically designed to prepare students for integrating green initiatives into social work practice. By fostering environmental consciousness, sustainable interventions, and policy advocacy, these courses contribute to creating socially responsible professionals capable of addressing global ecological challenges. Through education and action, students are empowered to drive change towards a greener and more sustainable future.

Some of the activities organized for sensitization include the Beach Cleaning at Dadar Chowpatty on 3rd Sept 2024 in collaboration with Jay Foundation and Tribal Flavours Festival for Bachelor of Social Work students, Second Year.

## **Initiatives towards Sustainable Development**

The College has a history of innovation in intervention in problem situations. Field Action Projects (FAPs) initiated by Faculty Members with student participation have played a major role in establishing the College as a leadership training institute. Many of the FAPs evolved into

---

Non-Governmental Organizations contributing to the development of marginalized sections in India. These FAPs have worked on issues ranging from dowry-related violence, prostitution, communal violence, malnourishment, disability, and HIV/AIDS; the target groups include women in distress, street children, mentally challenged children, children of sex workers, youth, tribal communities, and the urban poor. In alignment with the Sustainable Development Goals and the vision statement of the College to build a social order based on human dignity and social justice, the FAPs strive to reach the most marginalized communities.

#### *A Sustainable Development Initiative Spandan*

Field Action Project of the College promotes sustainable development for better livelihood and focuses on malnutrition issues in the Talsari and Dahanu blocks of Palghar district, Maharashtra. The initiative supports Indigenous groups by addressing livelihood, health, and nutrition challenges. Spandan operates from the Gyanjyoti Community College, Karajgaon, which provides skill-based education accessible to marginalized communities with an emphasis on Indigenous groups. The focus is on a flexible and open education system catering to community-based lifelong learning needs. Recognizing the severe impact of malnutrition in tribal areas, Spandan initially conducted a baseline survey and participatory research appraisal to identify community issues. The findings revealed interconnected problems such as traditional subsistence agriculture, migration, lack of awareness about nutrition, improper dietary habits, substance abuse, child motherhood, preference for home deliveries, lack of breastfeeding awareness, poor education, dropout rates, limited access to medical facilities, disability, mental health concerns, and livelihood issues. Spandan launched an Integrated Development Approach and Participatory Intervention model to address these concerns. Currently, it operates in multiple villages across various hamlets.

---



*Udha Jambalunpada*



*Ganjad Dasrapada*



*Raipur Gavalipada*



*Gangangaon Jitgaon Khomarpada*

*Satwaahar: Promoting Sustainable Nutrition Gardens*

The Satwaahar program focuses on setting up eco-friendly projects, particularly nutrition gardens, to improve families' food security and dietary conditions. The initiative has included: training programs on sustainable farming practices and eco-friendly gardening techniques; establishing community and school-based nutrition gardens with support from partner organizations; distribution of seeds to promote local-level sustainable farming practices; herbal medicinal training to encourage the use of natural remedies; development of model nutrition gardens to serve as training and demonstration sites below are the locations and photos where all this activities conducted.

*Unnati: Eco-Friendly Livelihood Training*



*Coconut shell decoration*



*Coconut shell earring*



*Coconut shell key chains*



*Pen stand*

The Unnati project provides alternate livelihood options through eco-friendly skill development initiatives, including: Training on coconut shell artefact production, where participants learn sustainable crafting techniques; bamboo artefact training in collaboration with research and training institutions, equipping participants with the skills to create eco-friendly products such as vases, mats, photo frames, and pen stands; sales of eco-friendly bamboo products through various community markets and institutions, promoting sustainable economic opportunities. Below are some records and photos that show the activities conducted by the College.

## Initiatives on Environmental Justice/E-Waste Management

Sessions on environmental justice as part of its *Laheer* programme are conducted for NSS students of various Colleges by Anubhav Youth Development Center, Field Action Project of the College of Social Work. The sessions are aimed at raising awareness about environmental justice issues, engaging the community, and inspiring action for a sustainable and equitable future. Through the sessions, participants not only gain a better understanding of environmental justice but also recognize the importance of addressing environmental issues equitably, ensuring that vulnerable communities are not unfairly affected. The students are highly engaged throughout the session, offering thoughtful responses to the questions posed and reflecting on the injustices happening to the environment.

The details of the session from March 2024 to April 2026, organised by Anubhav Youth Development Training Centre, are enumerated below:

1. A session on Environmental Justice was organised at Shailendra Junior College, Dahisar, on July 11, 2025, reaching 107 students.

2. A session on Cyber Crime and E-Waste was conducted during the DTSS College camp [49 participants], Kelve Road and at the Centre level, Goregaon [17 participants] on November 9, 2025.

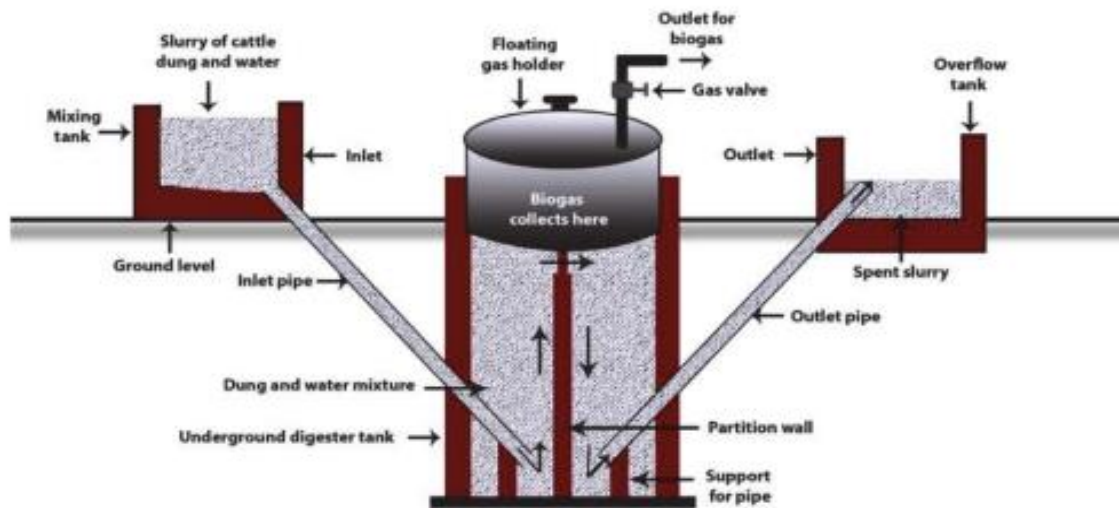


3. A session on Cyber Crime and E-Waste was conducted in Shailendra Degree College, [65 participants], Dahisar, on November 15<sup>th</sup>, 2025.
4. A session on Cyber Crime and E-Waste was conducted in NK College, [40 participants], Malad West, on November 18<sup>th</sup>, 2025.
5. A session on Cyber Crime and E-Waste was conducted in Prakash College, [65 participants], Saphale, on November 26<sup>th</sup>, 2025.

6. A session on Cyber Security and E-Waste Campaigning was organised at Shailendra Junior College camp, [51 participants] Kaman on December 10, 2025.
7. A session on Cyber Security and E-Waste Management was organised with NNYDC Sports Club Youth [14 participants] at the Center level, Goregaon East, on December 14, 2025.

### **Bio-Gas Production from Biodegradable Waste**

The biodegradable waste material is effectively utilized for the production of bio-gas. This process involves the segregation of organic waste, such as food scraps and other biodegradable



***Biogas installed at Gnanjyoti Community College by the College of Social Work Nirmala Niketan***

materials, from the general waste stream. The collected waste is then processed in a bio-digester, where it undergoes anaerobic digestion. During this process, microorganisms break down the



**10kW Solar PV System Installation on College Rooftop**



**30kW Solar PV System Installation on Extension Centre Rooftop**

organic matter, producing biogas, primarily methane, which can be used as a renewable energy source. This initiative not only helps in waste management but also contributes to reducing the College's reliance on traditional energy sources, promoting environmental sustainability.

### **Use of Solar PV System for water heating**

The College hostel has successfully installed a solar photovoltaic (PV) plant for water heating, harnessing renewable energy to provide an eco-

friendly and cost-effective solution for heating water, while reducing the campus's carbon footprint.

## Solar PV System for Power Generation

As a source of renewable energy, the Solar Photovoltaic system is currently in use.

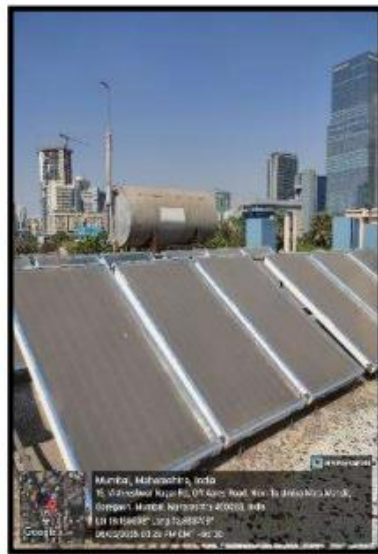
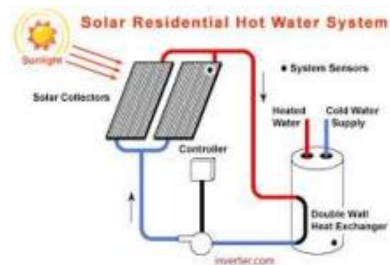
Total Capacity: 30 KW / 10 KW

Solar Photovoltaic System 1: College – Capacity 30 KW, Installed in 2019

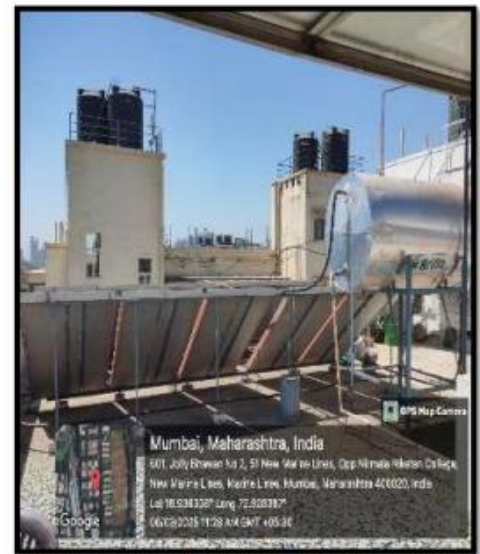
Solar Photovoltaic System 2: Extension Centre – Capacity 10 KW, installed in 2019

This initiative not only supports the College's goal of promoting renewable energy but also plays a crucial role in combating climate change and fostering an eco-friendlier campus environment.

Use of Solar PV System for water heating. The College hostel has successfully installed a solar photovoltaic (PV) plant for water heating, harnessing renewable energy to provide an eco-friendly and cost-effective solution for heating water, while reducing the campus's carbon footprint.



**Solar Water Heater Installation  
In Extension Centre**



**Solar Water Heater Installation in  
College/ Hostel**

## Recommendations

The External Audit Team made a few recommendations summarised as follows:

- E-Waste Management: Promote safe disposal practices and conduct awareness programs on environmental responsibility and sustainability.
- Liquid Waste Management: Install a Sewage Treatment Plant (STP) and comply with hygiene and environmental protection norms.
- Sustainable Waste Practices: Implement eco-friendly waste segregation and recycling systems.
- Lighting Efficiency: Replace 36W tube lights with 20W LED lights and introduce motion-sensor lighting systems in common areas.
- Ceiling Fans: Gradually transition from 75W fans to 28W BLDC fans.
- Solar Energy: Expand usage of solar water heaters and PV systems and monitor energy generation using real-time tracking systems.
- Plastic Awareness: Promote alternatives to single-use plastic.
- Rainwater Harvesting and Water Management: Install rainwater harvesting systems for reuse in gardening and non-potable applications.
- Smart Energy Solutions: Install smart energy meters and Implement motion-sensor lighting in classrooms, corridors, and washrooms.
- Policy-Level Initiatives: Formulate a comprehensive Green Campus Policy to articulate the institution's commitment to sustainability; establish an Environmental Committee to function as a regulatory and monitoring body; encourage student-led green initiatives as part of the Environmental Studies curriculum and co-curricular activities.

### Rotaract Club

- Waste Management: organize regular e-waste collection drives in collaboration with certified recyclers and install paper recycling bins throughout the campus, and promote double-sided (duplex) printing practices.
- Student-Led Campaigns: Enforce a ban on single-use plastics in campus premises such as canteens, hostels, and offices and conduct tree plantation drives and awareness campaigns to foster sustainable habits and environmental consciousness.

### Infrastructure and Administration

---

- Install segregated waste disposal bins and establish organic composting units for food and garden waste; conduct training sessions for housekeeping staff on effective waste segregation and disposal practices; Collaborate with solar technology vendors to conduct feasibility studies for expanding solar PV and water heating systems; and replace outdated fixtures with LED lighting and energy-efficient BLDC ceiling fans to improve energy conservation.
-

## **INITIATIVES TO PROMOTE DISABILITY-FRIENDLY SERVICES AND A BARRIER-FREE ENVIRONMENT**

### **Infrastructure facilities**

The College has the following provisions for people living with disabilities:

- Ramps/lifts for persons with disabilities for easy access to classrooms and centres;
- *Disabled-friendly washrooms* available on the third floor of the College; assistive technology and facilities for persons with disabilities that include a digital pocket player for reading the e-book, mp3 and radio cum voice recorder – 3 units;
- *Special keyboard* for visually challenged students – 3 units.

The Computer Lab has NVDA (Nonvisual Desktop Access), which converts the computer into a talking computer. It reads out all the matter that is on the computer's screen through the computer's speakers/ headphones, thus enabling a visually challenged person to use the computer independently and work on all MS Windows applications. The advantages include support for English, Hindi, and Marathi languages; Indian Accent Voice; Precision Optical Character Recognition; Rich Scanning and Reading; Extensive Vision Features; Powerful Document Navigation Tools; Search and Download Books on the Internet; Document Portability; sharing information and enabling the visually challenged to fill electronic forms in web pages.

- *Policies*

The College has a Fieldwork Policy for students with disability creating equity for students with chronic health conditions, mental health dimension, neurodiversity and disability in fieldwork. The Examination Policy of the College makes provision for human assistance during examinations, fieldwork, scribing, and soft copies of reading materials, sometimes even before the class.

---

## **Institutional Efforts and Initiatives in Providing an Inclusive Environment**

The College has provided an inclusive environment by facilitating the following initiatives:

*Establishment of Committees for promoting welfare measures, and creating safe spaces and opportunities:* These included the Equal Opportunity Cell, Scholarship Committee, Women Development Cell, Internal Complaints Committee, and Grievance Redressal Committee. One of the major initiatives of these committees has been the awareness of intersectional factors, their consequences on the socially excluded groups and their rights through workshops, seminars, and national and international conferences. The College also has the provision of a mid-day meal scheme and laptop bank schemes, 50 per cent reimbursement of Fieldwork travel for students from economically backward families.

### *Field Action Projects:*

The Field Action Projects have led to various initiatives for the empowerment of the marginalised, the promotion of their rights and well-being and the strengthening of groups in need of support, care and guidance. Some of the initiatives of the Field Action Projects, such as Spandan has been the livelihood programmes, disability projects, and Farmer's Market, respectively.

The Sahyogi Project of Spandan was initiated to assist in the Rehabilitation Process of the Persons with disabilities. In 2024-2025, under the Project Shayogi, **eight sessions** were conducted by Spandan in collaboration with other organizations. These sessions and training programs were designed for Paralegal Volunteers and persons with disabilities. Six sessions were conducted for Para Legal Volunteers members, equipping them with knowledge on various topics so they can share this information within their communities and carry out related activities. Since many people in the community have limited education, understanding legal matters can be challenging for them. To address this, Para Legal Volunteers were trained to guide and support community members in legal issues. A session was also conducted for persons with disabilities, where they were informed about various government schemes available to them. Their rights were explained through a skit, making the session more engaging. Additionally, discussions were held on the need for further interventions to support persons with disabilities. Furthermore, a session on the laws related to the prevention of sexual harassment at the workplace and the

---

prevention of sexual offences against children was conducted in collaboration with Dahanu Court and Savane Ashram School. Advocates educated the teachers of Savane Ashram School on these laws. On 26th November 2024, a session for the Sahyogi members was organized at the community centre in Dhamangaon Zadipada on the rights of persons with disabilities and the schemes available for persons with disabilities. Among the 16 participants who participated in the session, there were people with locomotor disability, hearing disability and mental disability. The session began with the introduction and objectives of the session, followed by a skit on the facilities and rights of persons with disabilities by student social workers and the special facilities that should be available for persons with disabilities at hospitals, schools, and work officers and in the community. The skit also highlighted the struggles a person with disability might be going through. The student social workers also displayed a placard indicating each right, read out the right loudly and explained the rights of persons with disabilities. The government schemes and training available were introduced to the participants, such as Khadi Gram, District Industries Services, and the schemes from the Project Office for entrepreneurship. Many of the participants needed assistance with the documentation, like a caste certificate and disability certificate. The Spandan team then discussed about the future interventions with four young children, Kiran, Karan, Anjali and Pratik, who could not go to school because of their disability. The information on the farmers' market was shared with participants so that they could be prepared for the market.

As part of the Sahayogi Project, four community members were assisted in starting their own Entrepreneurial Unit. Study Classes were conducted for three children with special needs.

A Farmers' Market was organised by Spandan and the College of Social Work, Nirmala Niketan, on 20th December 2024 for the community members from Dahanu and Talasari. The event saw participation from 14 community members and 12 members from GCC Karajgaon, including Sahyogi members and PLV members of Spandan. Various products, such as organic vegetables, Warli paintings, Warli art fabric materials, spices, dry fish, chikoo-based products, eggs, and honey, were displayed and sold at the market. Spandan also set up a stall to sell eggs and honey. Additionally, a food stall was set up where rice chapati with chutney was served to consumers.

---

## *Special Provisions*

### **Facilities**

Facilities for the person living with disability through infrastructure and formulation of policies for the promotion and protection of their rights include the Admission Policy of the College that considers special consideration for marginalised/socially excluded groups; preadmission counselling; The policy for Prevention of Sexual Harassment; The Safety Policy of the College and the Code of Conduct and Standard Operating Procedures and the Special provisions for students with disability for Fieldwork and Fieldwork Assessment.

### **Examinations**

As per the provisions of the Rights of Persons with Disability Act, 2016, students with physical and visual disabilities will get extra time for writing examination papers. This extra time would be 20 minutes per hour, i.e. for a 3-hour paper, extra time would be 1 hour. These candidates can also ask for a writer if required in giving an application one month before the exam.

Candidates with physical and visual disabilities will get compensatory time for writing examination papers. This extra time would be 20 minutes per hour, i.e. for a 3-hour paper, extra time would be 1 hour. These candidates can also ask for a writer if required. Candidates with Specific learning disability (Dyslexia/Dysgraphia & Dyscalculia) will get compensatory time for writing the examination paper [Maximum is 1 hour for a 3-hour paper]. (*Amendment IQAC meeting 11th October 2023*). Candidates seeking the above provisions will have to apply in a prescribed format in advance to the Principal of the College with appropriate supporting documents for getting approval and necessary permission. Scribe (writer), Amanuensis/Reader/Reader-cum-Writer may be made available to the person with disability by the College. The Question Paper may be read out, but not explained in any way to the candidate(s). Such support is to be provided free of cost to the candidate. The scribe/writer should be from the same stream of subjects but a lower class and must not be related to the candidate. The need for the scribe may be judged on a case-by-case basis concerning the function affected. In addition to the adaptation of the Mumbai University guidelines for students with special needs/with a disability during examinations, students with visual disabilities will be exempted from answering the question based on statistics in the paper. Instead of a question based on statistics, the Research Paper includes all questions from theory covered in the research course.


---

## Fieldwork Initiatives

2025-2026

### Disability Awareness Calendar

Fieldwork as a signature pedagogy of social work education gives an opportunity not only to link classroom theory to practice but also to experiment with ideas for meaningful intervention at micro, mezzo and macro levels. One of the major barriers to an inclusive society is the societal attitude towards disability and a lack of disability awareness. There are many ways in which social workers and social work students can create disability awareness and disability sensitization. One strategy that was conceptualized and implemented by a student of BSW III in her fieldwork placement at NASEOH was to prepare a calendar with information on inspiring Indian personalities with disabilities that would not only convey the message that disability is neither a tragedy nor a limitation, but would also inspire people with or without disabilities to dream and pursue it with determination.




**YEAR 2026**

Prepared By  
**Ms. Prapti Polekar**  
BSW III  
Fieldwork Assignment

Under the Guidance of  
**Dr. Kalyani Talvelkar**  
College of Social Work (Autonomous)  
Nirmala Niketan, Mumbai


**2026 CALENDAR**

2026 is a year to celebrate strength in diversity. Disability does not define limits it reveals courage, resilience, and extraordinary talent. Every challenge faced becomes a step toward innovation, every barrier broken is a victory for inclusion. Let this year remind us that true ability lies in determination, kindness, and the power to inspire. Together, let's build a world where every individual, with or without disability, shines with equal dignity and opportunity.



Sudha Chandran, a classical dancer, lost her leg in an accident but refused to give up her passion. With a Jaipur Foot prosthetic, she mastered Bharatanatyam again and became an acclaimed performer and actress. Her story shows that passion can rebuild broken dreams.

-“Passion makes everything possible.”



Despite being visually impaired, **Satyendra Nath Dubey** became a respected IAS officer. He proved that disability cannot limit intelligence, discipline, and leadership. His life is an inspiration for future generations.

-“Ability lies in willpower.”

**JANUARY 2026**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 <small>New Year's Day</small>	2	3 <small>Hazrat Ali's Birthday</small>
4	5	6	7	8	9	10
11	12	13	14 <small>Pongal Makar Samkranti</small>	15	16	17
18	19	20	21	22	23 <small>Vasant Panchmi</small>	24
25	26	27	28	29	30	31

**DECEMBER 2026**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 <small>Christmas Eve</small>	25 <small>Christmas</small>	26
27	28	29	30	31		

### *Courses Offered*

Courses related to Disability are offered as major, minor and skill enhancement courses in the Bachelor of Social Work and the Master of Social Work.

DSE 504: Disability Studies and Practice (4 credits) is offered in Semester IV of the Bachelor of Social Work. The Course Objectives are to gain understanding concept and perspectives related to disability; understand and analyze the range of issues in the lives of persons with disability and their families within their systemic and structural contexts; examine and review international conventions, national legislations and government schemes and programmes for persons with disabilities and learn social work interventions with persons with disability and their family at different levels including advocacy. The learning outcomes of the course is to Comprehend the disability perspectives, types, causes, early intervention & prevention of disabilities; Analyze the impact of disability on the life domains of persons with disabilities and their families; Examine international convention on the rights of persons with disability (UNCRPD), national disability legislations, and government schemes and programmes for persons with a disability and link them to social work practice in the field of disability and develop intervention and rehabilitation plans for persons with disability and their families, including advocacy and implement them in field. The Units offered include Understanding Disability [Definition of disability, Disability Perspectives & Models; Different Types of Disability, Causes, Early Identification & Prevention; Impact of Disability across Life Domains [Issues Faced by Persons with Disabilities in All Domains of Life – health, education, employment, family life, social & political participation, Vulnerable groups within the disability community]; International Conventions, National Laws, Policies and Programmes for Persons with Disability [United Nations Convention on The Rights of Person with Disability 2006; The Rehabilitation Council of India Act 1991; National Trust Act 2000; The Rights of Persons with Disabilities Act, 2016; The Mental Healthcare Act, 2017 and Government policies and programmes for persons with disability]; Social Work Interventions in the Field of Disability [Work with individuals with disabilities and families; Work with groups on disability issues; Community Based Rehabilitation; Disability Advocacy].

In Semester IV, students may also choose between *AEC 202 and AEC 203 for the Ability Enhancement Course* of two credits. The objective of the course is to introduce the learner to the concept of Indian Sign Language (ISL) and its characteristics; to provide the learner an

---

understanding about the history and development of Indian Sign Language (ISL) and introduce them to deaf culture and deaf communities; to facilitate the learner to gain knowledge about the detailed structure and components of ISL; to build capacity of the learner to engage in various forms of interactions with persons having speech and hearing impairment in different settings through the use of communicative ISL and to guide learner to appreciate the relevance and scope of learning Indian sign language in the field of social work for inclusivity for persons with speech and hearing impairment. The learning outcomes of the course are ability to discuss the concept of Indian Sign Language (ISL) and its application in the community as part of Social Work practice; ability to comprehend the history, development of Indian Sign Language (ISL), deaf culture and deaf communities and learning ISL for ensuring inclusivity of Deaf persons; ability to demonstrate various forms of interactions in different settings using ISL and ability to comprehend the relevance and scope of learning Indian Sign Language in the field of social work. The Units offered include Introduction to the Indian Sign Language (ISL) [Concept, Characteristics and Common Misunderstandings about Sign Language, History of ISL: Its Origin, Development, Deaf Communities, Deaf Culture and linguistic identity; Towards an inclusive society for persons with hearing and speech impairment, Relevance and scope of learning ISL for Social Work Professionals] and Structures and Components of ISL and Interactive ISL for Social Work Professionals [Definition and design features of language and Indian Sign Language, Manual and Non-Manual Components of ISL, English alphabet, numbers, days of week, months, Word-Level Structures: Words and sentences, Introducing self and knowing about others Seeking basic information, Engaging in basic interactions in different field settings].

As minor course students are offered Mental Health [302] in Semester IV for 4 credits. The objective of the course To provide an orientation to concepts and social determinants of mental health; To gain basic understanding of mental health disorders and treatment approaches for referrals; To learn and practice the community mental health interventions; To gain an overview of mental health policies and legislations; Design a mental health intervention project for Self and Community from a person-centered, strengths-based and recovery model. The learner outcomes include the ability of the student to recognize the complexity of mental health as a continuum and how mental health issues can affect everyone; discuss complexity of mental

---

health history, concepts, and the range of potential risks as an outcome of social determinants; analyze the diagnosis and prognosis of various mental health disorders to respond effectively to individuals and families in crisis and reduce stigma; and apply legal frameworks and intervention models with emphasis on person centered/strengths based and recovery-oriented model in the promotion of mental health across various settings. The units of the course are Introduction to Concept of Mental Health [History of mental health: demonological to reformation;–Social determinants of mental health and impact;–Epidemiology, Magnitude of mental health globally and in India, Human Rights Violations due to mental health challenges; Mental Disorders: An Overview {Neuro-developmental Disorders; Schizophrenia; Mood disorders; anxiety disorders; Trauma and Stress-Related Disorders; Somatic Symptoms and Related Disorders; Feeding and Eating Disorders; Dissociative Disorders;–Substance-Related and Addictive Disorders Personality Disorders; and Psychiatric Evaluation and Mental Status Examination]; Policies and Programmes and Approaches [Person-centered / strengths-based and recovery-oriented] to mental health promotion and interventions; National initiatives for the promotion of mental health such as policies, laws and Mental Health Programs that includes the National Mental Health Program, District Mental Health Program, Community Mental Health Program and School Mental Health Program] and Social Work Practice across mental health settings [Schools, De-Addiction Centers, Hospitals, Child Guidance Clinics, Half Way Homes, Prison Settings, and Palliative Care].

In Semester V, students are offered Disability and Community-Based Rehabilitation [VSC 301] for two credits. The objectives of the course are to understand the concept of disability, types of disabilities, causes and prevention of disability; to learn to analyse the impact of disability, disability legislations and government schemes and to define the concept of community-based rehabilitation and its application in the field of disability. The course learning outcomes include the student's ability to comprehend the concept of disability, its types, causes and prevention; analyze challenges faced by persons with disabilities and their families; discuss key disability legislations and government schemes; and apply the concept and strategy of community-based rehabilitation to prepare an intervention plan in the field of disability. The units include Introduction to Disability and Community-Based Rehabilitation [Disability Perspectives such as Medical, Social, ICF, Rights-Based and Definition, Types of Disabilities, Concept of

---

Community-Based Rehabilitation (CBR) & its role in early identification & intervention of disability]; and Policy & Institutional Framework of CBR [ Disability Legislation in India including The Mental Healthcare Act, 2017 and Policy Framework Creating Enabling Environments (Disability Schemes, Mobilization of Local Resources, Disability Sensitization at Community Level); Inclusive Development with CBR, CBR Approaches / Strategies and Stakeholders and Challenges and Opportunities for CBR in India].

In MSW, Semester II Mental Health Practice [DSE 404] is offered as an elective for four credits. The objectives of the course are to understand the history, concepts and social determinants of mental health; to develop an overview of various mental health disorders, their causes, diagnostic criteria and treatment approaches; and to understand national and international policies and approaches to mental health as a framework for interventions. The learning outcomes includes the student's ability to analyse mental health challenges from a rights-based perspective; appreciate the history, concepts and social determinants of mental health as a framework for intervention; and undertake intake assessment, community programmes, facilitate mental health service patient and referrals based on the knowledge of mental health disorders and community mental health programmes and demonstrate self-awareness, compassion and competence in the application of knowledge, skills and techniques for promoting recovery and reintegration of the person with mental illness.

The course units include Mental Health: history, concept, social determinants, multidimensional impact of mental health concerns [ History of mental health: demonological to reformation, Social determinants of mental health, Mental health models and classification systems, Multidimensional impact: magnitude; human right violations; social, economic and holistic health aspects and ICF's model of disability; Mental Disorders: concept, causes and treatment approaches [ Neuro-developmental Disorders; Schizophrenia; Mood disorders; Anxiety Disorders; Trauma and Stress-Related Disorders; Somatic Symptoms and Related Disorders; Feeding and Eating Disorders; Dissociative Disorders; Substance-Related and Addictive Disorders and Personality Disorders; Psychiatric Evaluation and mental status examination]; International and National Mental Health policies and programmes on Mental Health such as International and national initiatives for promotion of mental health such as policies, programmes, law and types of Mental Health Services and Social Work Practice across mental

---

health settings [Community Mental Health: concept, relevance, types; Role of social worker mental health settings as well as in multidisciplinary teams; Mental Health in various settings: Schools, De-Addiction Centers, Hospitals, Child Guidance Clinics, Half-Way Homes, Prison Setting, Palliative Care].

In Semester IV, students are offered a paper on Disability Studies and Practice DSE 504 for four credits. The objectives of the course are to gain understanding concept and perspectives related to disability; to understand and analyze the range of issues in the lives of persons with disability and their families within their systemic and structural contexts; to examine and review international conventions, national legislations and government schemes and programmes for persons with disabilities to learn social work interventions with persons with disability and their family at different levels including advocacy. Through the course the learners are expected to comprehend the disability perspectives, types, causes, early intervention and prevention of disabilities; analyze the impact of disability on the life domains of persons with disabilities and their families; examine international convention on the rights of persons with disability (UNCRPD), national disability legislations, and government schemes and programmes for persons with a disability and link them to social work practice in the field of disability and develop intervention and rehabilitation plans for persons with disability and their families, including advocacy and implement them in field. The units of the course include Understanding Disability [Definition of disability, Disability Perspectives & Models, Different Types of Disability, Causes, Early Identification & Prevention]; Impact of Disability across Life Domains [Issues Faced by Persons with Disabilities in All Domains of Life – health, education, employment, family life, social & political participation, Vulnerable groups within the disability community]; International Conventions, National Laws, Policies and Programmes for Persons with Disability, United Nations Convention on The Rights of Person with Disability 2006, The Rehabilitation Council of India Act 1991, National Trust Act 2000, The Rights of Persons with Disabilities Act, 2016, The Mental Healthcare Act, 2017, Government policies and programmes for persons with disability]; and Social Work Interventions in the Field of Disability [Work with Individuals with Disabilities and Families, Work with Groups on disability issues, Community Based Rehabilitation and Disability Advocacy].

---

## **Accessibility Audit Report, 2025-26**

Accessibility audit of the College of Social Work (Empowered Autonomous), Nirmala Niketan was conducted on Tuesday, 24<sup>th</sup> March, 2026. Dr. Kalpana Chavan, Associate Professor, St. Xavier's Institute of Education (Autonomous) was the external auditor. Dr. Lidwin Dias, Principal and Dr. Anita Machado, IQAC Convener welcomed Dr. Chavan and introduced her to the internal accessibility audit team – Dr. Kalyani T., Dr. Renu S., Ms. Vinnarasi, Ms. Nirmiti and Mr. Albin.

Dr. Chavan went through evidences displayed and asked related questions. A presentation was given on the salient features related to the accessibility facilities in different aspects of the College. The aspects covered included vision, mission and values of the College that embrace inclusion and accessibility, affirmative provisions in policies, physical infrastructure, teaching learning processes and assessments. Along with the accessible facilities in the College, certain limitations to accessibility were also mentioned in the presentation. It highlighted the commitment of the College towards building an inclusive society as reflected in its field action projects, research, fieldwork, workshops, and students' activities.

After the presentation, Dr. Kalpana Chavan asked various questions looking at the details of the accessibility provisions and inclusive practices of the college. She appreciated the meaningful and sensitive efforts made by the college for leveraging inclusion and inclusive practices in college. She also made certain suggestions for enhancing accessibility in the college as well as visibility of these practices.

---

**The suggestions given by Dr. Kalpana Chavan were as follows:**

- Dedicated domain on the College website on inclusion and accessibility needs to be created.
  - Websites should also have accessibility features like screen readers. The website should be designed and developed in accordance with established principles of digital accessibility, ensuring that it is usable by individuals with diverse abilities, including those with visual impairments. In this regard, the integration of compatibility with screen readers is essential. Beyond screen reader compatibility, accessibility features may also include keyboard navigability, sufficient color contrast, scalable text, and captioning for multimedia content.
  - Increase visibility of outcomes of inclusion and diversity with recorded testimonials, record of awards won and accomplishments of the students with disabilities.
    - Ms. Poonam Pardeshi - Nazneen Abdulla Yenepoya Special Jury award and the Roshni Impact Award 2025 for her two decades of work in building inclusive environments.
    - Ms. Shreya Tandel – Creative Head, Riwayat; Participation in Aavishkar 2025-26, the Maharashtra State Inter-University Research Convention.
  - The college may consider constituting a dedicated Accessibility Cell as an institutional mechanism to promote inclusivity and ensure equitable access to academic and administrative services for all students, particularly those with disabilities. Such a Cell would function as a nodal body responsible for planning, implementing, and monitoring accessibility-related policies and practices within the institution. The Equal Opportunity Cell can collaborate with the Accessibility Cell for these measures. Accessibility Policy of the College will also need to be developed. Accessibility Cell would play a key role, along with Equal Opportunity Cell, in facilitating reasonable accommodations, such as assistive technologies, accessible learning materials, and examination-related support, in alignment with statutory provisions like the Rights of Persons with Disabilities Act, 2016.
  - Learner profile can be prepared at the time of admissions for proactive planning of needed accommodations and facilitating participation by all students in various activities. BSW, MSW and MA-SIE Admission Committees can work towards developing a simple accessible google form for this. This can be given after the admission process is completed.
  - Faculty Development Programs can be taken with the broad goals of updated knowledge about disability issues at the global, national and local levels as well as accessibility. Some of the topics suggested were:
-

- Accessible PowerPoint Presentations
- AI for Accessibility
- Principles of Universal Design for Learning
- Disability sensitization or awareness programs can be organized for students during orientation week. Some of the topics suggested were –
  - Disability Awareness / Disability Sensitization
  - Disability as a Dimension of Diversity and Inclusion
  - Disability-Sensitive Language and Interaction
- Intra-collegiate or Inter-collegiate competitions promoting inclusion and accessibility. Following ideas were suggested –
  - Best Slogan Competition
  - Best Poster for Disability Awareness
  - Best Accessibility Logo

These can be organized by Accessibility Cell in collaboration with the Students Council

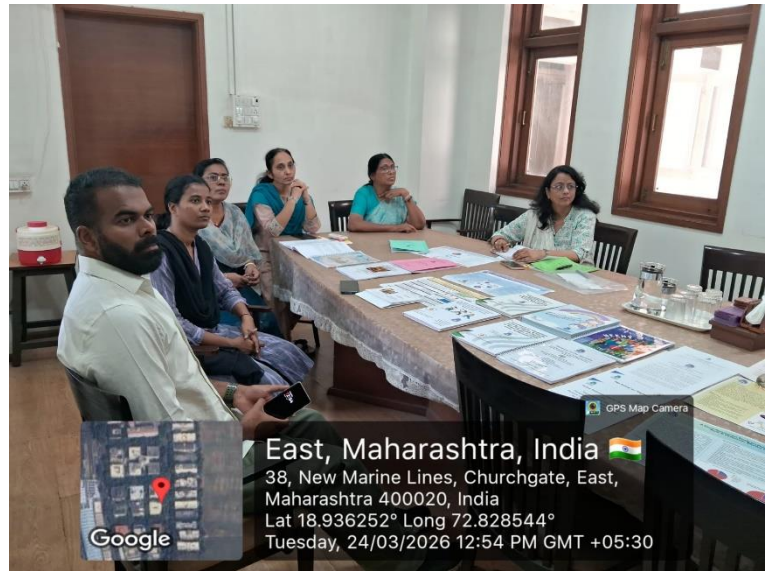
- The inclusive teaching strategies (such as differentiated instruction) used by faculty members need to be documented. Information was shared on the current documentation methods such as lesson plans, assessment plans, College policies with accessibility provisions, use of varied teaching methods and report of Equal Opportunity Cell. In addition, Dr. Chavan suggested the following –
  - Translated resources
  - Audio/video recording of the lectures
  - Report of the Accessibility Cell
  - It was also suggested by the external auditor that the Accessibility Audit report of College of Social Work (Empowered Autonomous), Nirmala Niketan can also include certain information that was shared during the presentation but was not included in the report – information on specific disability related documentaries screened for the students during the academic year and sscholarships as well as sponsorships given to students with disabilities as well as students from socio-economically disadvantaged communities.

The accessibility audit highlighted both - the strengths and the areas requiring focused improvement by the College of Social Work (Empowered Autonomous) Nirmala Niketan. The auditors' recommendations provide a clear, actionable pathway toward enhancing inclusivity, and compliance with accessibility

---

standards. By prioritizing accessibility as an ongoing process rather than a one-time effort, the College can ensure equitable participation and a more inclusive environment for all stakeholders.





## **SENSITIZATION OF STUDENTS AND EMPLOYEES OF THE INSTITUTION TO CONSTITUTIONAL OBLIGATIONS VALUES, RIGHTS, DUTIES, AND RESPONSIBILITIES OF CITIZENS**

The mission and vision of the College draw their inspiration from the founders of the Institute and the constitution of the College. There are various initiatives taken by the College to promote the sensitization of students and employees to constitutional obligations. Some of these are enumerated below:

- Protection of rights of socially excluded groups through **proactive measures**: setting up committees, policies
  - **Implementation of Laher**, Through the Field Action Project, Anubhav Youth Development Center in 15 Mumbai Suburban Colleges, College of Home Science and College of Social Work. Most of the Colleges in Mumbai Suburban attract students from the marginalised sections.
  - **Sessions on key values of the Constitution** form the major theme of the programmes organised by the Student Committee every Wednesday
  - Celebration of national events in the College.
  - **Interagency events** organised by Fieldwork organizations on themes such as child rights, women's rights, and the rights of transgender individuals
  - A session on the Constitution and related themes is organised as a **mandatory session during the Student Induction Programme** for the new entrants.
-

**PRESCRIBED CODE OF CONDUCT FOR STUDENTS, TEACHERS,  
ADMINISTRATORS AND OTHER STAFF AND ORGANISATION OF AWARENESS  
SESSION ON THE CODE**

The College of Social Work, Nirmala Niketan is committed to the realization of its vision and mission through its educational programmes. This document indicates the standard procedures and practices for all students enrolling with the College pursuing varied courses. As an educational institute, the College endeavours to promote student growth through individual and collective responsibility. The institution has a prescribed code of ethics and conduct, along with standard procedures, also uploaded on the website.

Link: <https://cswnn.edu.in/sites/default/files/users/user23/Code%20of%20Ethics%20and%20Conduct.pdf>

By the diligent practice of this code, the College seeks to administer a student discipline process that is conscientious, promoting student growth in tune with the vision and mission of our college. All students are expected to know that it is incumbent upon them to abide by this Code of Ethics and Conduct and the rights and responsibilities, including the restrictions flowing from it. All students are requested to be well conversant with this Code, which is also available on the website of the College. The Code applies to all students, including students taking admission to the various programmes of the College, either full-time or part-time, pursuing the Postgraduate and Undergraduate Programme in Social Work, Short Term Course, Diploma Courses, and the Doctoral degree programme.

The code applies to the on-campus conduct of students at all locations of the College and the Extension Centre of the College. The code applies to the off-campus conduct of students in direct connection with the Academic course requirements or any credit-bearing experience, such as Orientation visits, Fieldwork, Field Trips, camps, Student Exchange, and Block Placement/Internship or any activity supporting the pursuit of a degree, such as research being conducted in another organization or an academic assignment.

An orientation on the Code of Conduct and Standard Operating Procedures is organised for all students during the Student Induction/Orientation Programme. All new entrants enrolled for the

---

regular programme at the College have to sign an undertaking that they had carefully read the Code.



**DECLARATION /UNDERTAKING FROM THE STUDENT  
admitted for various courses at the College of Social Work  
(Autonomous) Nirmala Niketan, Mumbai.**

Kindly read the undertaking of Students and Parents/Guardians. Take a print, fill, sign and send scan copy immediately to [cswnadmission@gmail.com](mailto:cswnadmission@gmail.com) and the hard copy of the same to be submitted to the college office on the first day of the classes.

I, ....., student of .....  
Course/program..... of College of Social Work (Autonomous), Nirmala Niketan, Mumbai, with permanent address, .....

Mobile No: ....., do hereby undertake on this the..... (Day),  
of..... (Month)..... (Year), as under:-

- I hereby declare that the entries made by me in the Application Form are complete and true to the best of my knowledge, belief, and information.
- I hereby undertake to present the original documents for verification immediately upon demand by the concerned authorities of the Institute at any point of time.
- I hereby promise to abide by the rules and regulations concerning admission, attendance, discipline etc. of College of Social Work (Autonomous), Nirmala Niketan I have read and will follow the **Code of Conduct** prescribed for the Students of College of Social Work (Autonomous), Nirmala Niketan as in force from time to time and subsequent changes/modifications/amendment made thereto. I acknowledge that the College of Social Work (Autonomous), Nirmala Niketan has the authority for taking disciplinary action against me for violation or non-compliance of the same.
- I understand that 75% attendance in theory classes and 100% attendance in fieldwork is compulsory and I commit myself to adhere to the same. I also understand, in case my attendance falls short, I will not be allowed to appear for the exams. In case of illness, I need to submit the medical certificate and other required supporting documents within a week after resuming classes, for consideration by the College authorities, whose decision regarding my low attendance will be final.
- I hereby declare that I will neither engage in nor tolerate ragging in any form, even in words or intentions, and I accept to give an undertaking in the prescribed format for the same.
- I hereby declare that I will not engage or tolerate any acts of sexual harassment as defined by **The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal), Act, 2013.**
- I hereby declare that I shall be solely responsible for my involvement in any kind of unlawful activities whether inside or outside the campus, and shall be liable for punishment as per the law of the land. I further understand that the College of Social Work (Autonomous), Nirmala Niketan shall in no way provide any support to me and will not be held responsible for my any such action.
- I hereby acknowledge that I shall be liable for expulsion forthwith from the College of Social Work (Autonomous), Nirmala Niketan, on being found involved in or committing any offence cognizable and punishable under the **Narcotic Drugs and Psychotropic Substances Act, 1985.**
- I hereby promise not to indulge in smoking and any kind of substance abuse in the College premises, during fieldwork, field visits, rural camp, internship and any other official or college related work and visits; nor would I encourage or facilitate any other student to indulge in smoking or substance abuse in any way during the entire time of my academic programme in College of Social Work (Autonomous), Nirmala Niketan.
- I understand that being a student social worker requires long hours of work in the field as well as considerable responsibility and stress. I declare that I am fit for this social work course. In case of any new challenging

health conditions, I will seek help from the counsellor/ college authorities at the earliest.

- I understand that the use of mobile in the college classrooms and corridors is prohibited and liable to disciplinary action if this rule is violated.
- I further declare that my admission may be cancelled, at any stage, if I am found ineligible and/or the information provided by me is found to be incorrect.
- I hereby undertake to inform the College of Social Work (Autonomous), Nirmala Niketan about any changes in information submitted by me in the Application Form and any other documents, including change in addresses.
- I am aware of the Academic Bank of Credits (ABC) digilocker services which requires updated phone number which is linked to my Aadhar Card and I will not change the Mobile Number till I complete the course.
- I will strictly adhere to the code of conduct as laid down by the College of Social Work (Autonomous), Nirmala Niketan and will not indulge in any act of indiscipline while inside or outside the college campus.

Place: .....  
Signature and Name of the Student

Date: .....

**DECLARATION BY PARENT/ GUARDIAN**

I, .....,  
..... (Mother / Father / Guardian) hereby fully endorse the above undertaking/declaration given by my ward. I will endeavour to ensure my ward .....(name of student) will observe the above stated undertaking in word and spirit.

I am also aware of the course curriculum of BSW / MSW and that it includes 2 ½ days fieldwork every week, one week rural camp outside Mumbai/ Maharashtra every year, along with theory classes which is a full time course. I understand that the final year MSW students will also have an internship along with the aforementioned curriculum components. I acknowledge the rules related to attendance of the College of Social Work (Autonomous), Nirmala Niketan; i.e. minimum of 75% attendance in theory classes and 100% attendance in fieldwork is a pre-requisite for the successful completion of the course.

I do hereby understand that my ward shall be liable for expulsion forthwith from the College of Social Work (Autonomous), Nirmala Niketan in case of being found involved in or committing any offence cognizable and punishable under the **Narcotic Drugs and Psychotropic Substances Act, 1985; UGC Regulations on Anti Ragging; and Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal), Act 2013.**

Place: .....  
Signature and Name of Mother / Father / Guardian

Date: .....

## **CELEBRATION-ORGANIZATION OF NATIONAL AND INTERNATIONAL COMMEMORATIVE EVENTS.**

The College has observed and celebrated International, National and Regional Commemorative days, events, and festivals.

### **INTERNATIONAL DAY OF YOGA**

The International Day of Yoga is celebrated annually on June 21<sup>st</sup>. It is a UN-recognised day promoting yoga's holistic benefits for health and well-being, initiated by India's PM Narendra Modi in 2014, with themes like "Yoga for One Earth, One Health". It's a global event encouraging mindful living, uniting mind, body, and nature through physical postures, breath work, and meditation.

**2024-2025**

**The International Yoga Day was celebrated on June 26, 2024 emphasising mindfulness and well-being**

### **Tribal Food Flavors Festival 2024**



2025-2026

## SOCIAL WORK WEEK 2025: Programs Initiated

Poster Presentation on “PVTGs of India – Lives, Livelihoods, and Legacies”



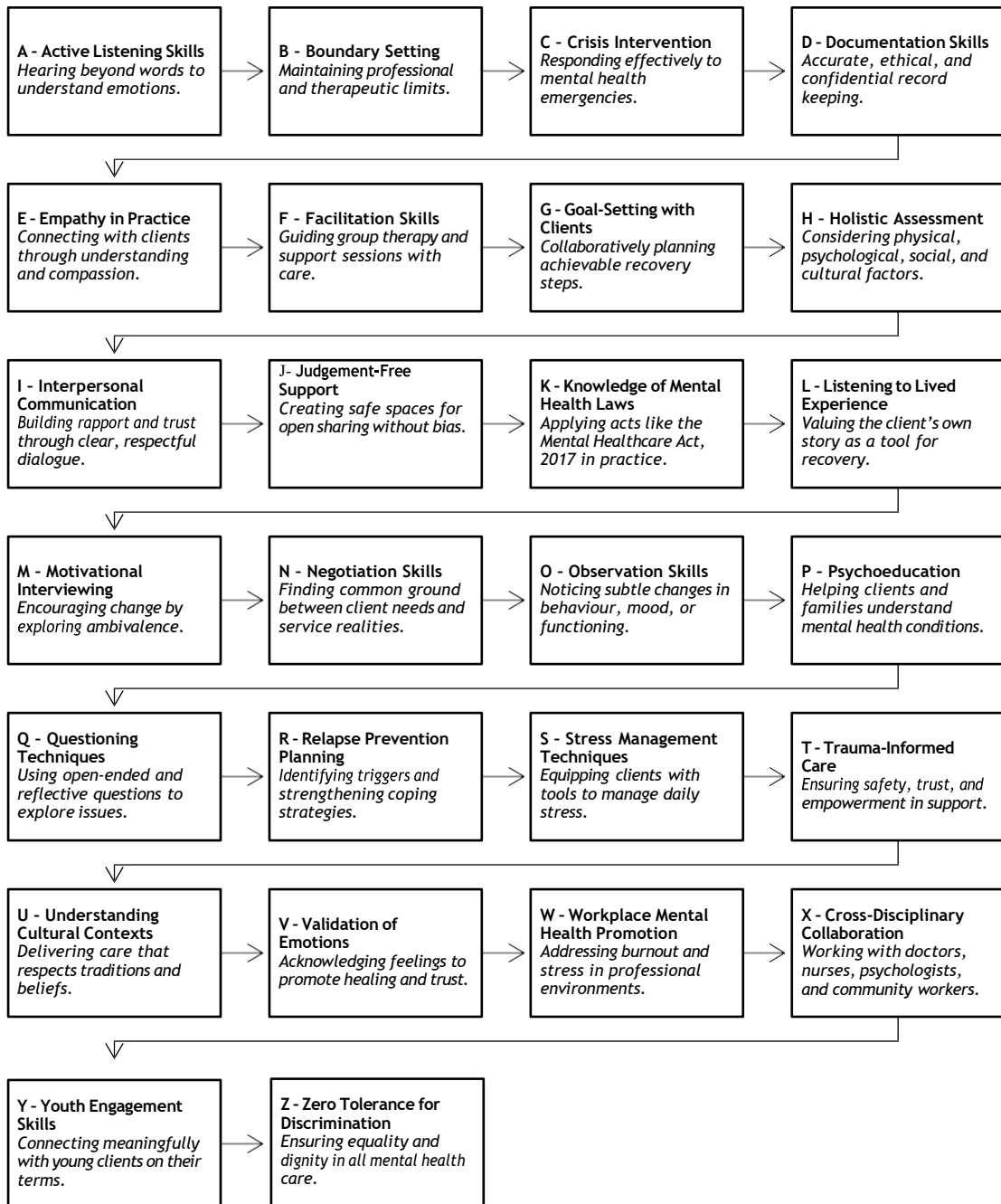
As part of the observance of Social Work Month, the Department of Social Work hosted a poster presentation titled: “PVTGs of India – Lives, Livelihoods, and Legacies. “This student-led initiative aimed to shed light on the struggles and strengths of India’s Particularly Vulnerable Tribal Groups (PVTGs), while also reminding us of the crucial role social workers play in advocating for their rights and dignity. The poster presentation was more than just an academic exercise. It was a space for students, faculty, and peers to come together and reflect on the lives of Indigenous communities in India, who are often overlooked. Students from the **First Year Master of Social Work**

**(MSW)** took the lead in researching, designing, and presenting posters focused on various PVTGs. Each poster told a story—of resilience, tradition, and the urgent need for recognition and rights. The campus came alive with colourful displays and powerful messages. Students presented their posters to peers, faculty members, and visitors, encouraging open conversations about Indigenous identities, historical injustices, and ways forward. Themes included daily life and cultural practices of PVTGs, their relationship with land and nature, challenges related to displacement, health and education, the role of government and their gaps, and student reflections and calls to action for inclusive community-based development.

Social Work in Health: Bridging Care and Compassion” Poster Exhibition organised by the MSW II students organised from August 15<sup>th</sup> to August 21<sup>st</sup> 2025. The celebration of **Social Work Week 2025** on the theme “*Social Work in Health: Bridging Care and Compassion*” aimed to highlight the vital contribution of social workers in addressing both physical and mental health needs. As part of the Social Work Week celebrations, an exhibition was organised focusing on the **A to Z of counselling skills**. The exhibition highlighted the wide range of professional skills required in mental health settings, such as active listening, boundary setting, crisis intervention, empathy, trauma-informed care, and validation of emotions. Through posters and creative displays, students and participants showcased how these skills bridge care and compassion, while also reducing stigma and promoting holistic wellbeing.



The exhibition provided a meaningful platform to emphasise the critical role of counselling in strengthening mental health services and enhancing the visibility of social work practice. The thematic areas covered under the Topic A to Z of Counselling Skills are as follows





Students from BSW III exhibited posters on Monday, 18<sup>th</sup> August 2025. The posters were prepared by student social workers as part of an evaluated assignment for the subject Women's Studies. The themes were Status of women across the ages; Waves of Feminist Movement in India 1 & 2; Feminist movement in India Wave 3, Wave 4 of Feminist Movement in India; International Women's Movement and Types of Feminism

### **Three-series [online] session on Indigenous perspectives on Justice and relevance to Practice.**

The students of the Bachelor of Social Work [Semester V], Integrated Social Work Practice Course, organised a three-series [online] session on **Indigenous perspectives on Justice and relevance to Practice**. The series is organised at the request of students who expressed the need for sessions grounded in Indian perspectives. The sessions were organised to commemorate the Social Work Week, and the themes of the sessions were selected accordingly. The sessions are organised online for an hour, followed by a brief Question and Answer session. The first session was on Gautam Buddha: Eightfold Path, Pratītyasamutpāda (Dependent Origination), and Interdependence of the World – The Path to Peace and Justice Oriented Practice

## WORLD SUICIDE PREVENTION DAY

The theme of World Suicide Prevention Day 10 September 2025 was 'Changing the narrative on suicide'. That means to start the conversation based on openness, empathy, and support and to avoid misconceptions.

**An Awareness and Training Session was organized by:** Counselling Cell and Student Council, College of Social Work, Nirmala Niketan on September 10<sup>th</sup> 2025. This initiative was grounded in the College's ongoing commitment to mental health advocacy, education, and community-based intervention. The day commenced with a powerful poster exhibition in the College lobby, featuring artwork and informational displays created by students. These posters were designed to raise awareness about suicide prevention, challenge stigma, and encourage open conversations about mental health. The visual display not only educated viewers but also served as a poignant reminder of the importance of empathy, understanding, and proactive engagement in matters related to psychological well-being. **The speakers/trainers were** Mrs. Rishini Tiwari, Clinical Psychologist and Ms. Rujal Shah, Psychologist. An in-depth training session was held in collaboration with Talk To Me, a respected mental health NGO. The session was facilitated by Mrs. Roshini Tiwari, a seasoned clinical psychologist and psychotherapist, who brought over eight years of experience in the field of mental health. Mrs. Tiwari is certified in Suicide First Aid (SFA) by the National Centre for Suicide Prevention Education and Training (NCSPE&T), United Kingdom, adding to the depth and credibility of the training & Ms Rujal Shah Ms. Rujal Shah who Completed her masters in clinical psychology from Maniben Nanavati Women's College and joined talk to me - Mental health NGO as a psychologist. Ms Rujal introduced the *Talk To Me* organisation , their aim , vision and work with the audience. During the session, Mrs. Roshini Tiwari covered a range of critical topics, including **Understanding Mental Health:** An overview of mental health and its impact on overall well-being; **Recognizing Warning Signs:** Identification of behavioral, emotional, and verbal indicators that may suggest suicidal risk; **Exploring Risk Factors:** A discussion on the internal state of mind of individuals at risk and external circumstances that may contribute to suicidal ideation; **Intervention Strategies:** Guidance on how individuals can help themselves, support peers, and act as effective first responders and **Creating Support Systems:** Emphasis on the importance of peer support networks and connecting individuals to professional help when needed.



## INTERNATIONAL DAY OF INDIGENOUS PEOPLES



- Posters connected AI with Indigenous knowledge, culture and rights.
- Highlighted areas: language preservation, cultural heritage, healthcare, sustainable resource use, digital inclusion, youth innovation, storytelling, climate change and ethical data use.
- Spread awareness on using technology to safeguard Indigenous culture.
- Fostered creative and critical thinking, research, teamwork and presentation skills.
- Reflected global solidarity by aligning with the UN theme for Indigenous Day.

To commemorate the International Day of the World’s Indigenous Peoples, observed on 9 August every year, a poster exhibition was organised by student social workers placed at the Family Court on the 2025 theme The theme for the 2025 International Day of the World's Indigenous Peoples (August 9) is "**Indigenous Peoples and AI: Defending Rights, Shaping Futures,**" focusing on Artificial Intelligence's impact on Indigenous cultures, rights, and knowledge, highlighting both opportunities for preservation and risks of exclusion, and calling for inclusive AI development. Previous themes have addressed indigenous languages and women's roles in preserving traditions, while some sources also mention themes like self-determination for food security. The date marks the first meeting of the UN Working Group on Indigenous Populations in the year 1982. On this day, people from around the world are encouraged to spread the UN’s message on the protection and promotion of the rights of indigenous people.

## INDEPENDENCE DAY

The 78<sup>TH</sup> Independence Day was celebrated on August, 14, 2025.



## CONSTITUTION DAY

### 2024-2025

The 'Constitution Day' (Samvidhan Divas) was celebrated by Anubhav Youth Development Centre on the theme '*Peace and Resilience Building*' and the '*Constitutional Value of Secularism*', reaching to 276 early adults. On November 26, 2024, a session on the Preamble of India was conducted at Shailendra Junior College, Dahisar. On October 13, 2024 and January 5, 2025, Interreligious Fellowship was organised by the AYDC's Educational Sports Club. On January 11, 2025, a session on the Preamble of India was conducted at Shailendra High School, Dahisar.

### 2025-2026

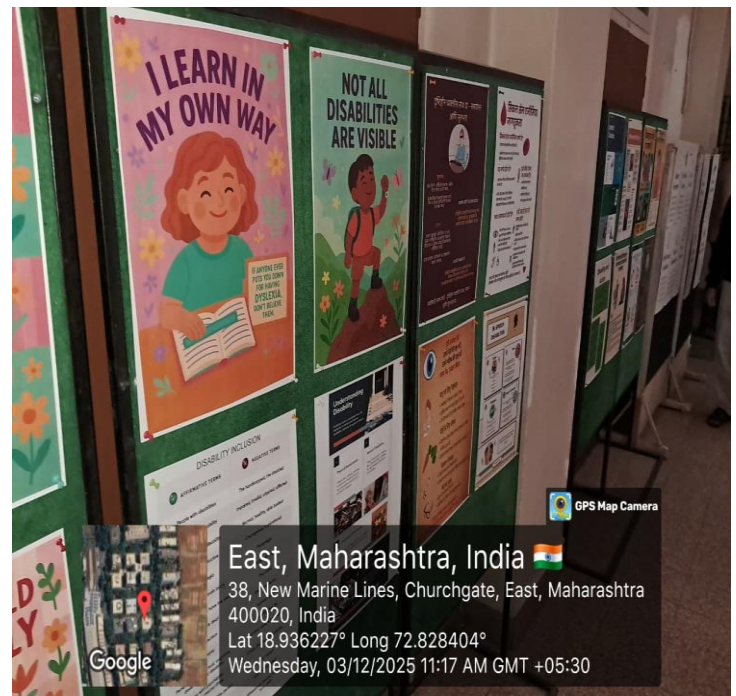
On 26<sup>th</sup> November 2025 Constitution Day was commemorated in Shailendra Junior College, Dahisar East, with 75 participants.

The Aditya Birla Library of the College celebrated the Constitution Day on November 26, 2025, by organising an exhibition displaying important publications on the Constitution.



## THE INTERNATIONAL DAY OF PERSONS WITH DISABILITIES

The International Day of Persons with Disabilities was commemorated on December 3, 2025 through a poster exhibition by the Bachelor of Social Work, Semester VI class on the Theme 2025: Fostering disability inclusive societies for advancing social progress. The day is about promoting the rights and well-being of persons with disabilities at every level of society and development, and to raise awareness of the situation of persons with disabilities in all aspects of political, social, economic and cultural life.



## INTERNATIONAL DAY OF HUMAN RIGHTS

2025-2026

The Dr Dorothy Baker Chair on Peace and Development was instituted in 2005 to commemorate the priceless contribution of Dr Dorothy Baker [July 24<sup>th</sup> 2019- February 16<sup>th</sup> 2010] to the development of the Institute and the College in Social Work Education, both globally and nationally. The date of the lecture is specifically chosen on or around the 10<sup>th</sup> December. World Human Rights Day is celebrated every year on **December 10th** to commemorate the adoption of the Universal Declaration of



Human Rights (UDHR) by the United Nations General Assembly in 1948, serving as a global reminder of fundamental freedoms and rights inherent to all people, regardless of background, and promoting equality and justice worldwide, with events and campaigns focusing on specific rights and challenges each year. The first contribution to the Chair came from Dr Katherine Kendal, the founder of the International Association of the Schools of Social Work. The 12th Dorothy Baker's Chair Lecture Series on **Peace and Development** was on the theme "**The World is Family**" Documentary by Anand Patwardhan.

The event was inaugurated with the heart-warming hymn *Hich Amchi Prathna*, followed by the College anthem *Chalo Zindagi Ko Aasan Karde*. The lecture series was marked by the screening of the award-winning film 'The World is Family' by renowned filmmaker Mr Anand Patwardhan. The film and the discussion that followed explored themes of peace, social

responsibility, freedom, and collective struggle through a personal yet historically grounded narrative. The film, grounded in personal narratives, was critical in competing with the dominant, exclusivist hegemonic narratives of divisive politics seeking to erase the truths of the freedom struggle. Anand expressed that the film, based on family memories, oral history, and cultural exchanges aim to record the first-hand accounts of the freedom struggle for future generations. In the discussions that arose after the screening, Anand reflected on the impact of fear. He said that

*While fear of retaliation is a reality for the few who are fighting to preserve the Constitutional ethos of the country, either through media, films, activism and governance, **self-censorship** can be harmful. Speaking out today involves **risk**, but silence strengthens injustice and **normalises oppression**. While those who have the privilege and capacity to take risks must take risks to protect democratic values, others must react and respond to the wrongdoings observed in society, whether in personal or public spaces. Fear controls societies more than force. There is a need to bridge the gaps of equality and equity and not remain silent spectators.*

## VEER BAL DIVAS

2025-2026

The Ministry of Women and Child Development has declared that the Veer Bal Diwas will be celebrated at the national level on December 26 to commemorate the courage, sacrifice and exemplary values of India's young heroes. On the same day, the Pradhan Mantri Rashtriya Bal Puraskar will be conferred on children who have demonstrated outstanding achievements in diverse field. The Veer Bal Divas was celebrated in the College on December 30, 2025



## SAVITRIBAI PHULE JAYANTI

2024-2025

The 14<sup>th</sup> Kranti Jyoti Savitri Bai Phule Lecture Series was held on 8<sup>th</sup> January 2025. The lecture was delivered by Prof. Jalinder Adsule on *Savitri Bai: An empowered woman and Social Reformer*. The event was marked by a musical performance by Ms Shital Sathye and a troupe on *Savitribai and her life story*.



2025-2026

The 15<sup>th</sup> Krantijyothi Savitribai Phule Lecture Series was held on February 7<sup>th</sup> 2026. The theme of the lecture was “*Contemporary Perspectives on Crime against Women and Social Justice.*”



The Speaker, **Ms Gauri Ashok Vichare**, Head Constable, Crime against Women Cell (CAWC), CID Crime Branch, Mumbai, delivered an insightful and engaging session



## **MARATHI BHASHA DIWAS OR MARATHI DAY, FEBRUARY 27**

Marathi Language Day (Marathi Bhasha Diwas) is celebrated on two important days: 27 February (Marathi Language Gaurav Din) and 1 May (Marathi Official Language Day). February 27 is celebrated to mark the birth anniversary of poet Kusumagraj.

The Marathi Language Pride Day is celebrated to mark the birth anniversary of Vishnu Vaman Shirwadkar (Kusumagraj), a senior poet and litterateur from Maharashtra. Kusumagraj had made a great contribution to making Marathi a language of knowledge; this day is celebrated as 'Marathi Bhasha Gaurav Din' in his honour.

The Aditya Birla Library commemorates the Marathi Bhasha Diwas or Marathi Day every year on the birth anniversary of eminent Marathi poet Vishnu Vaman Shirwadkar, hosting smaller book displays to promote Marathi literature, focusing on diverse genres from classic to contemporary. The event aims to celebrate poet Kusumagraj's birth anniversary by encouraging reading and showcasing *Marathi* literary heritage through displays, readings, and cultural programs.

## WORLD SOCIAL WORK DAY

2024-2025

**International Social Work Day, March 18, 2025**

From March 17th to March 20th, in observance of **International Social Work Day** on March 18, the **College** organized a series of thematic poster displays. These posters highlighted the 2025 theme: "Strengthening



Intergenerational Solidarity for Enduring Wellbeing." This theme emphasizes the importance of



intergenerational care and connections as fundamental to everyone's well-being and the development of functional societies. It underscores that caregiving is a shared responsibility, transcending traditional gender roles, and highlights the necessity for societies to actively support respectful intergenerational solidarity to ensure enduring well-being

for all. The posters also paid tribute to pioneers in the field of social work, acknowledging their significant contributions and lasting impact on the profession. This initiative aimed to educate and inspire students, faculty, and visitors by showcasing the legacy of social work and its evolving role in addressing contemporary societal challenges.



## **BEST PRACTICES**

### *Title of the Practice: Field Action Project Spandan*

Field learning lies at the heart of social work education offered at the College of Social Work. Through Fieldwork, the student social workers are immersed in an extraordinary range of human and social problems critical reflection of socio-economic and political realities. Social work students develop skills and appreciate the lived reality of coping with complex problems in the context of developing specific services and delivery systems. Field work exposes students to a wide range of populations in diverse practice settings (Andharia, 2011; Noble, 2001; Subhedar, 2001, cited in Dave, Raghvan, Solanki, 2012). The Fieldwork emphasis on social work practice promotes social and economic justice, advances learning as a relationship-centred and reflective process, and prepares the learner for the application of methods in social work: work with groups, work with individuals and families, work with communities, systems, social structures and promotes scope for theoretical linkages (Dave, Raghvan, Solanki, 2012) A related key strategy to situate social work education in ground realities is setting up **Field Action Projects (FAPs)**.

FAPs are experimental projects that have played a major role in piloting new services through social work practice by Faculty Members, social work interns and project staff to demonstrate to the public the need for such services. These projects demonstrate new interventions and possibilities for addressing social issues, to test efficiency that could be emulated by others as a response to emerging socio-economic and political contexts, to enable Faculty members to develop academically and remain engaged in field practice. Students are provided opportunities to learn innovative and novel interventions and formulate creative strategic interventions relevant to practice (TISS, 2001:5), from the vantage point of the marginalised, excluded and exploited sections.

The College has always been keenly aware of the need to provide relevant and effective services to people, especially in those areas where services are inadequate or non-existent. Over the years, therefore, many innovative projects were initiated to address the needs of vulnerable groups such as street children, construction workers, children of commercial sex workers, tribal in remote areas and other similar groups. The College initiated more than 40 Field Action Projects in the past 69 years. These include the Kumbharwada Community Project; Youth for Unity and

Voluntary Action; Urban Community Development Project; Nirman; Vasundhara; Setu; Salokha; Bombay Slum Citizens Development Project; Shramik Mukti Sanghatana; Sakhya, Anti Dowry Cell; Pratham, Ankur, Anubhav Youth Development Center and so on. Some of these projects have become independent organizations that have gained regional, national and international attention and continue to contribute to the development, empowerment and reintegration of socially excluded groups today. The response to 169 deaths of tribal children due to malnutrition in the Mokhada block, Thane district, initiated the formation of a Field Action Project AROEHAN in 2006. AROEHAN transformed into a registered non-profit organisation in 2015.

Currently, the College has three Field Action Projects: Spandan, Pravas and Anubhav Youth Development Training Centre. The interventions of the Field Action Projects have often been heralded as the Best Practice of the College.

*The context that required the initiation of the practice*





# SPANDANS INITIATIVE 2024 2025



## SAKHI

1

Sessions on Low cost Nutritious Diet: 6  
Sessions : 52 Participants

Sensitisation sessions in Anganwadis  
conducted by the Spandan Staff: 17  
sessions covering 115 Participants

Sensitisation sessions in Anganwadis  
conducted by the Students : 21  
Sessions and 144 Participants



## SATWAHAAR

2



Total no of Nutrition Garden Training  
Session : 18 sessions in Communities  
covering 845 Families  
Total Number of Follow ups Done : 218  
Total number of Nutrition Garden set up  
in School: 4 schools  
Total Number of Nutrition Garden set up  
in Anganwadis : 1  
Total Number of Hostel Students who  
are benefiting from the Model Garden : 32  
students  
Total Number of children who are  
receiving the Pulses : 152 representing  
both Warli and Katkari community

## KISHORDHARA

3

Awareness sessions for students  
conducted By Spandan Staff: 16  
Sessions

Awareness sessions for students  
conducted By students : 13 Sessions  
Sessions on Career Guidance  
conducted by Spandan Staff : 5  
Sessions



## UNNATI

4



Training session on Block Printing for  
Community members and SHG members  
attended by 35 members

Session on Basic Sewing and Block Printing  
for SHG members attended by 20  
Participants

Organising Farmers Market : Contribution  
made by 31 farmers

Training on Marketing Strategies attended by  
28 Participants

## SAHYOGI

5

Training Program on Rights of  
Persons with Disabilities and  
Welfare Schemes

Assisting members to start their  
own entrepreneurial unit : 4

study Classes conducted for  
Special children : 3 students



## PARALEGAL VOLUNTEERS INITIATIVES

6

Sensitisation Sessions For  
Paralegal Volunteers : 7 Sessions

Paralegal Volunteers initiated  
Sessions in Schools on POCSO Act  
and Rights of Children: 3 Sessions

Paralegal volunteers initiated Seed  
Distribution Sessions : 8 Sessions



## SPANDAN

### Objectives of the Project

In tune with the Sustainable Development Goals to make an inclusive world in line with the vision statement of the College of Social Work, 'to contribute to build a new social order based on human dignity and social justice to work with a preferential option for the vulnerable and exploited, locally, globally' and believing local wisdom of the Indigenous tribal communities, Spandan meaning heartbeat, resonates the voice of the Indigenous groups to promote sustainable development for better livelihood and focusing on malnutrition issue at Talsari and Dahanu block of Palghar district, Maharashtra.

### The Practice

**Sakhi:** Spandan intervenes with women through anganwadi centres and existing Self Help Groups and organizes various sessions for women on issues related to reproductive health, the ill effects of early motherhood, the importance of Self Help Groups and the role of women in village development and the importance of a diverse diet.

**Kishordhara:** Spandans' intervention with school-going adolescents through its planned program Kishordhara. Kishordhara focusing on multivaried issues with emphasis on Skill development, Personality development and Career guidance

**Unnati:** The project was initiated to provide alternate livelihood options for the community youth and families by providing training in different skills implemented and conducted at Gyan Jyothi community College, Karajgaon

**Satwaahar:** The program focuses on ensuring continued learning and practice of setting up eco-friendly projects with emphasis on setting up Kitchen gardens to improve the families' food and dietary conditions.

**Sahyogi:** The program on Providing Rehabilitation Services for Persons with Disability.

The Project Office of Spandan is at Gyanjyoti Community College [A community Intervention Project of Nirmala Institute, Karajgaon}. Gyanajyoti Community College was envisaged to provide skill-based education that is accessible to a large number of marginalised communities, with specific emphasis on the indigenous groups. The focus is to provide a flexible and open education system that caters to community-based lifelong learning needs. The 24 hamlets covered in the Dahanu and Talasari blocks are 1. Dongari 2. Dhamangaon 3. Karajgoan 4. Ganjad 5. Gangangaon 6. Kavada 7. Sawroli 8. Anwir 9. Vasa 10. Udhwa 11. Uplat 12. Bapu Gaon 13. Raipur 14. Ritali 15. Ambesari 16. Zari 17. Savane 18. Ashte 19. Osarvira 20. Girgaon 21. Sarsi 22. Vadoli 23. Jamshet. The outreach of each project is highlighted below:

<b>KISHORDHARA</b>	
<b>Village name</b>	<b>Pada name</b>
Dhamangaon	Patilpada
Karajgaon	Patilpada
	Narlipada
Anvir	Patilpada
Savane ( new Village)	Savane ( new Village)
Vasa	Brahmanpada

	Baratpada
	Arshipada
Dongari	Harsonpada
Ganjad	Mahalpada
Kawada	Thakarpada
Ambessary (new Village)	Getipada
Zari (new Village)	Patilpada
Uplat (new Village)	Patilpada
<b>SAKHI</b>	
Dhamangaon	Aptolpada
	Zadipada
	Chikhlipada
	Khoripada
Karajgaon	Manpada
	Narlipada
	Mangatpada
	Patilpada
Kawada	Lilakpada
	Awarpada
	Kondharpada
Gangangaon	Kandalipada
Karajgaon	Manpada
Ganjad	Mahalpada
	Dasrapada
	Dhakpada
	Diwanpada
Gangangaon	Dandekarpada
	Lakhanpada
	Khomarpada

Savroli	Udhanpada
	Dhamnipada
	Kasukhadakp ada
Vasa	Brahmanpada
Ashte	Dhangadpada
Raipur	Dalavipada
Udhwa	Jambhalunpa da
Raitoli	Shetachapada
Osarvira	Gorkhanpada
Uplat	Patilpada
Bapugaon	Fanaswadi
	Lakhanpada
	Khoripada
	Dandekarpad
Savroli	Udhanpada
	Dhamnipada
Vasa	Brahmanpada
	Kumbharpada
Anvir	Patilpada
Savroli	Udhanpada
Ambessary (new Village)	Getipada
<b>SATWAHAAR</b>	
Dhamangaon	Zadipada
	Khoripada
<b>UNNATI</b>	
Vasa	Machipada
Udhwa	Thakarpada
Dhamangaon	Aptolpada
Gangangaon	Kandalipada

Sarsi	Gondpada
Vadoli	
Kawada	Lilakpada
Ashte	Dhangadpada
Girgaon	Bhujadpada
Karajgaon	Manpada
Jamshet	
Talasari	Ibhadpada
Ganjad	Mahalpada
<b>NUTRITION POWDER BENEFICIARIES</b>	
Dongari	Kakadpada
	Moharpada
	Harsonpada
Dhamangaon	Aptolpada
	Patilpada
	Zadipada
	Khoripada
	Kompada
Karajgaon	Mangatpada
	Manpada
	Narlipada
Gangangaon	Kandalipada
	Dandekarpada
	Khoripada
	Patilpada
	Lakhanpada
Kawada	Awarpada
	Patilpada
Anvir	Patilpada
	Dabhlipada

Vasa	Kolipada
	Brahmanpada
	Kumbharpada
Savroli	Udhanpada
	Dhamnipada
	Chinchonpada
Ganjad	Dasrapada

The interventions of Spandan under its projects in 2024-2025 are presented below:

**SAKI:** Sessions on low-cost nutritious food demonstrations were conducted in five different Anganwadis, where low-cost foods such as sprouted *bhel*, beetroot laddu, and Jaswant tonic were demonstrated for lactating and pregnant mothers through the Anganwadi centres. The sessions were conducted in such a way that the women actively participated in preparing the low-cost food, allowing them to understand the process better and encouraging them to make these food items at home. The nutritional benefits of each ingredient used in the preparation were explained to the women. After the food was prepared, the women and their children were given samples to taste, helping the low-cost customers decide whether they would prepare these dishes at home. It was observed that some women recognised the importance of home-cooked food and made efforts to cook nutritious meals for their families. However, others did not prioritize healthy eating, as they were occupied with other tasks and typically prepared only basic meals, such as dal and rice, three times a day.

Spandan conducted sessions on various topics in **17** different Anganwadis for pregnant, lactating, and other women. The topics were selected based on the needs of the women and included stress management, health, hygiene and nutrition, child marriage and girls' education, human body parts, and holistic health. Most women actively participated in the sessions, as they are conducted in the local language. Women listened attentively and engaged with the discussions. Topics like stress management have been particularly effective, as many women experience stress in their daily lives but have never openly discussed it or heard others talk about it, assuming it to be a normal part of life.

The social work students placed at Spandan conducted **21** sessions on various topics like healthy

relationships, effective communication, mental health, body parts, child marriage, addiction, neonatal care, and health community in different anganwadis during their fieldwork.

**KISHORDHARA:** Spandan collaborates with **13 Zilla Parishad** schools for the Kishordhara project: ZP school Karajgaon Patilpada; ZP school Karajgaon Narlipada, Ashram school Dhamangaon, Ashram School Vasa Baratpada, ZP school Vasa Brahmanpada, ZP School Vasa Arshi Pada, ZP school Anvir Patilpada, Ashram school Savane, Gyanmata school Uplat, Gyanmata school Zari, ZP school Ambesari, ZP School Dongari and ZP School Kawada.

Spandan staff have conducted sessions in different schools on various topics like health and hygiene, self-awareness and self-confidence, child marriage and girls' education, skill development, prevention of sexual offences against children laws, adolescent wellbeing, and mental health. A total of **16** sessions were conducted in different schools for adolescent children. The children were actively involved in the session, and they are always excited for the sessions as it is something new for them beyond the syllabus. Through the topics, they get to learn a lot, as the school teachers do not talk to them about these topics. The students can relate to the sessions as live examples are shared with them during the sessions. It has been observed by the Spandan team that in the beginning, the students feel very shy and do not talk or answer the questions when asked, but after more interaction with them through the session, they start talking and expressing their feelings. Thirteen Sessions were conducted by the social work students in the schools on various topics like child marriage and education, prevention of sexual offences against children, laws, human rights, self-awareness, and self-confidence. Student Social Workers also enacted a skit on the session topics, which made the topics easy to understand and relate to.

**Three sessions** on career guidance were also organized, reaching out to **407** participants. This session was particularly important, as many students are uncertain about their future after completing their 11th and 12th grades. The session helped them gain knowledge about various career options and make informed decisions. Most students are highly confused about their future and have no clear career goals. Their parents are often unable to guide them due to a lack of information. These sessions play a crucial role in bridging this gap by providing students with valuable career-related insights and guidance.

**SAHYOGI:** Under Project Shayogi, **eight sessions** have been conducted by Spandan in

collaboration with other organizations. These sessions and training programs are designed for Para Legal Volunteers and persons with disabilities. Six sessions were conducted for Para Legal Volunteers members, equipping them with knowledge on various topics so they can share this information within their communities and carry out related activities. Since many people in the community have limited education, understanding legal matters can be challenging for them. To address this, Para Legal Volunteers were trained to guide and support community members in legal issues. A session was also conducted for persons with disabilities, where they were informed about various government schemes available to them. Their rights were explained through a skit, making the session more engaging. Additionally, discussions were held on the need for further interventions to support persons with disabilities. Furthermore, a session on the laws related to the prevention of sexual harassment at the workplace and the prevention of sexual offences against children was conducted in collaboration with Dahanu Court and Savane Ashram School. Advocates educated the teachers of Savane Ashram School on these laws. Given the existing concerns, it was deemed necessary to first educate the teachers so they could, in turn, inform their students about these important issues.

On 26th November 2024, a session for the Sahyogi members was organized at the community centre in Dhamangaon Zadipada on the rights of persons with disability and the schemes available for persons with disability. Among the 16 participants who participated in the session, there were people with locomotor disability, hearing disability and mental disability. The session began with the introduction and objectives of the session, followed by a skit on the facilities and rights of persons with disability by student social workers and the special facilities that should be available for persons with disability at hospitals, schools, work officers and in the community. The skit also highlighted the struggles a person with disability might be going through. The student social workers also displayed a placard indicating each right, read out the right loudly and explained the rights of persons with disabilities. The government schemes and training available were introduced to the participants, such as Khadi Gram, District Industries Services, and the schemes from the Project Office for entrepreneurship. Many of the participants needed assistance with the documentation, like a caste certificate and disability certificate. The Spandan team then discussed about the future interventions with four young children, Kiran, Karan, Anjali and Pratik, who could not go to school because of their disability. The information on the farmers'

market was shared with participants so that they could be prepared for the market.

**UNNATI:** Spandan, in collaboration with expert trainers, organized hands-on training sessions on block printing and sewing at Gyanjyoti Community College to equip participants with practical skills in textile designing and tailoring.

On 20th July 2024, a block printing workshop was conducted for 35 participants. The session began with an introduction to the trainers and their work, followed by an overview of block printing, including its history, significance, equipment, materials, and process. A live demonstration was conducted, and participants practised the technique by creating their own block-printed tote bags. A total of 35 participants were present for the session.



The resource person introduced the participants to various blocks used for the block printing: Budda block - Big block, Boarder block - for border and vegetable blocks. The blocks are prepared from wood and some from metal. The trainer used red and the green colour for the training. The first process of block printing is making the colours. For making the colour for block printing, it is needed that various pieces of fabric be used for mixing the paint: Bhabli- thick cloth, Green jali – thin cloth, red colour thin cloth. When the red and the green colours were ready, Mr Masoon demonstrated the Budda block printing. All the participants were asked to try the block printing with different blocks. After the Budda block printing, the border blocks were used for the printing. All the participants were asked to try making the border print. After which, a mix of two different blocks, called the double printing, was demonstrated to the participants. All the participants were then asked to practice doing all the blocks. Once the practice session was over, each participant was given a tote bag for themselves on which they had to make their own designs with the Nirmala Niketan College logo on one side. Each

participant printed their own designs.



Subsequently, a three-day block printing and sewing training session was held from 23rd to 25th September 2024, at Gyanjyoti Community College, Karajgaon. A total of 20 women participated in the training. The training was organized in collaboration with the GCC. The training included basic information on sewing and the various products that can be stitched for block

printing, like the kurta, laptop bag, shopping bag, sling bag, folding bag, purse, pouch, pillow cover, pillow and so on. The stitched products were shown to check and observe.

On the first day, participants were introduced to the basics of sewing, including raw materials and stitching techniques, followed by demonstrations on stitching a laptop bag and a pillow cover. The second day focused on advanced sewing techniques, where participants learned to stitch a folding bag and a kurta. On the third day, a question-and-answer session was conducted to address queries related to sewing, and each participant completed stitching at least one item. Three participants each stitched the pillow cover and kurta, and five participants each stitched the laptop and folding bags. The session also included an introduction to block printing, followed by a demonstration and hands-on practice. The training sessions were highly interactive and provided participants with valuable practical skills, enhancing their confidence and ability to create textile products. The initiative was well-received, with participants expressing enthusiasm to apply their newly acquired skills, thereby promoting self-sufficiency and potential entrepreneurial opportunities.

**SATWAHAR:** The two model kitchen gardens at Gyanjyoti Community College are managed by the Spandan team in collaboration with the garden workers and GCC hostel girls. These vegetable gardens were established to ensure that hostel girls have access to fresh, homegrown

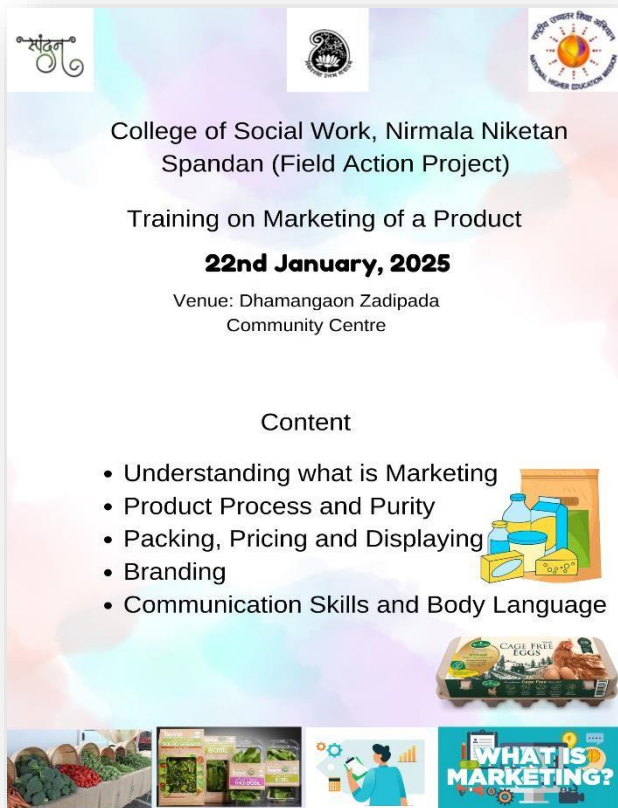
vegetables, reducing their dependency on purchasing vegetables from outside. The Spandan team provided seeds and guided the gardener in sowing various vegetable seeds, including *palak*, *methi*, bottle gourd, ridge gourd, sponge gourd, laal math, radish, tomato, brinjal, and ladyfinger. Once the vegetables are ready for harvest, the hostel girls collect them and use them in their daily meals. The initiative has been highly beneficial as it not only provides fresh, organic produce but also promotes self-sufficiency and healthy eating among the students. Additionally, the absence of chemical fertilizers ensures that the vegetables are natural and nutritious, further enhancing the well-being of the hostel girls. A total of **1,135 seed packets** were received, out of **which 838 packets were distributed across 18 different villages, 5 schools, and one Anganwadi**. The remaining 297 seed packets are in stock. Follow-up visits were conducted with 187 families who had sown the seeds.

However, some community members had not yet sown the seeds as they migrate for brick kiln work and have expressed their intention to plant them later. The Spandan team encouraged them to sow at least a few seeds to benefit from the initiative. Feedback from some families indicated that while they had sown the seeds, the crops were either eaten by animals or damaged due to heavy rains. On the other hand, those who successfully cultivated the seeds have grown vegetables well and are incorporating them into their daily meals. They have greatly benefited from the seeds provided by Spandan, enhancing their food security and nutrition.

Month of Distribution	Total no of nutrition pulses received	No of distribution to the children	Used for demonstration	Place of demonstration session
May-24	60	57	3	Kawada Kondharpada
Jun-24	60	58	2	Dhamatne Dukanpada
Jul-24	75	73	2	Ambessary Getipada
Aug-24	75	75		
Sep-24	75	75		
Oct-24	75	75		
Nov-24	75	75		
Dec-24	75	75		
Total	570	563	7	

As part of a comprehensive effort to improve the nutritional health of underweight children, Spandan has been actively providing nutritional support through the distribution of essential pulses and legumes. A total of 250 grams each of moong, Kabuli chana, black chana, and peanuts were distributed to identified children monthly. This initiative was implemented from May to December 2024, reaching numerous children in need. The distribution process ensures that underweight children receive vital nutrients that contribute to their overall health and well-being. A total of 570 packets of nutrition pulses were received, out of which 563 were distributed to children across various locations, with the remaining seven packets utilized for demonstration sessions in different villages, including Kawada, Kondharpada, Dhamatne Dukanpada, Ambessary, and Getipada. The follow-up process with families revealed that many children have shown improvements in their dietary habits, with parents acknowledging the benefits of incorporating these protein-rich foods into their daily meals. However, challenges such as seasonal disruptions and accessibility issues were noted, and efforts were made to ensure that every child received their allocated nutritional support. This initiative has played a significant role in addressing malnutrition among underweight children by providing them with essential nutrients in a sustainable manner. Through continued efforts, awareness, and follow-up sessions, the program aims to create a lasting impact on child nutrition and health.

The second **Farmers' Market** was organized by Spandan and the College of Social Work, Nirmala Niketan, on 20th December 2024 for the community members from Dahanu and Talasari. The event saw participation from 14 community members and 12 members from GCC Karajgaon, including Sahyogi members and Para Legal Volunteer members of Spandan. Various products, such as organic vegetables, *Warli* paintings, *Warli* art fabric materials, spices, dry fish, chikoo-based products, eggs, and honey, were displayed and sold at the market. Spandan also set up a stall to sell eggs and honey. Additionally, a food stall was set up where rice chapati with chutney was served to consumers. Apart from the farmers and artisans from Talasari and Dahanu, a team from TRIFED also participated in the event. A live *Warli* painting demonstration was organised right in front of the College, accompanied by posters displaying information about the *Warli* tradition. The farmers and artisans set up their stalls in the morning, and soon after, consumers—comprising College students, faculty, and people from the neighbourhood offices began visiting the stalls to explore and purchase products. The farmers actively engaged with



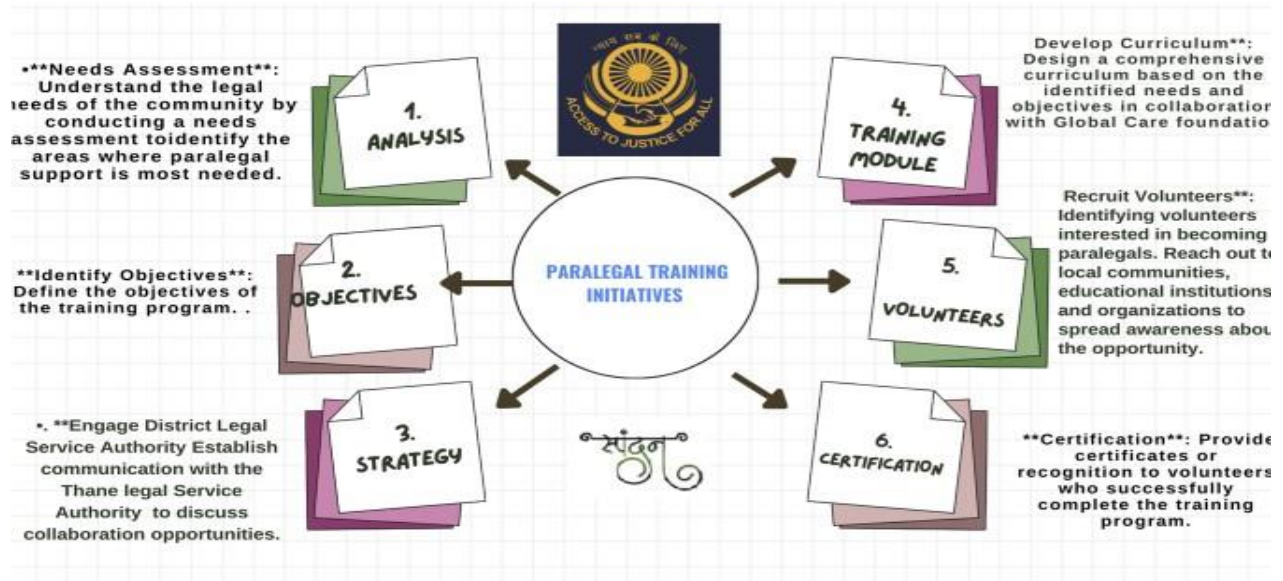
customers, providing information about their products and explaining how the vegetables were grown. As the produce was organic, customers were eager to buy it. There was a particularly high demand for country eggs and honey sold by Spandan. The attractive packaging of honey drew customers' attention, and many appreciated its presentation. Similarly, the country eggs, packaged appealingly, were well received. For products like honey, chikoo chips, and chikoo pickle, samples were offered for tasting, allowing customers to try the products before purchasing. Participants were encouraged to visit each stall to observe

and learn about product display, packaging, and marketing strategies. The Farmers' Market was an enriching experience for all participants, allowing them to earn from their home-based products while gaining knowledge and confidence. The event also provided insights into different market opportunities for setting up stalls in the future.

A three-hour session on *Marketing* was conducted by Spandan on 22nd January 2025 at the Dhamangaon Community Centre. The session aimed to help participants understand various aspects of marketing and improve the way farmers market their products. The need for this session arose as an outcome of the Farmers' Market at the College, where it became evident that the farmers needed guidance in better marketing their products. A total of 28 participants attended the session. The session began with an introduction to marketing, where participants were made aware of its fundamental concepts. The different types of markets they had observed were also discussed. It was emphasized that before marketing a product, its key attributes must be decided. Information was shared about various products available within the community, which could be considered for sale, such as honey, spices, eggs, vegetables, *Warli* art, and pulses. Participants were introduced to important aspects of marketing, including the production and

process of the product, packaging, pricing, branding, labelling, and ensuring product purity. To demonstrate product purity, a honey purity test was conducted. Two cups of water were used: in one cup, pure honey was added, and in the other, adulterated honey was mixed. The difference between the two was evident—when adulterated honey was added, it immediately mixed with the water, while pure honey remained separate from the water. Participants observed this test and were informed that every product marketed as organic must be pure and unadulterated. The session proved to be informative, providing valuable insights into effective marketing practices for community products.

### Advocacy Initiative of Spandan in collaboration with Thane Municipal Corporation



A certificate distribution session was held for 48 participants of Para Legal Volunteers training on **17<sup>th</sup> May 2024** in the Gnanmata Adivasi Vidya Mandir Talasari School. The session had two objectives: first, the distribution of the Para Legal Volunteers training certificates and career guidance. The resource persons were Mr Pascoal Dongarkar, Mr Vishal Padavi, Mr. Gaddam Srinivas Rao, Mr Ajit Sutar and



Sr. Clara Gonsalves. Brief information on the three-day Para Legal Volunteers training held on the 24<sup>th</sup> April to the 26<sup>th</sup> April was given to the participants. The importance of the Para Legal Volunteer training and the roles and responsibilities of the Para Legal Volunteers were explained. The certificates were then distributed to the participants by Sr. Gracy Fernandes. After the certificate distribution, the session on career guidance was held, where each guest speaker spoke about the different options that are available after 12<sup>th</sup> and gave live examples of their which will encourage the students for higher education and make it easier for them to choose from their career options.

Dr Anita Machado, Director, Spandan introduced the courses that are available in the College of Social Work, Nirmala Niketan, to the students and also showed them the procedure for online application and motivated the students for further studies. Mr Kalpesh Parmar, a former Bachelor of Social Work and currently pursuing his Master of Social Work at the College of Social Work, shares his experiences in social work education.

A program on Girls' Education and Child Marriage was organized on **6 July 2024** at the Gnanjyoti Community College in Karajgaon Patilpada. This meeting was organised and coordinated by the Spandan and Gnanjyoti Community College in collaboration with Taluka Legal Services Committee, Dahanu- Talasari. The Guest speakers were Advocate Mr. Shailesh Kalangada, Dahanu Court and Assistant Police Inspector. Mr. Hemant Devare, Talasari Police Station. This program was part of the Para Legal Volunteer training that had been held in April

2024. It was a third meeting with the Para Legal Volunteer members and the other interested members. A total of 63 participants participated in the program. Since the community of Dahanu and Talasari has a large number of marriages taking place of girls and boys under the 18 and 21, this session was important for the Para Legal Volunteer members and the other participants. Advocate Kalangada spoke on the various issues that exist in the community, such as child marriage, girls' education, water issues, employment issues, malnutrition and the need to resolve these issues gradually. He emphasized that each one of us is responsible for child marriage happening within our community, and that we should take immediate action. In cases where the parents are not aware of the law related to child marriage, Para Legal Volunteer members should take the responsibility to explain that child marriage is a crime. Child marriage leads to pregnancy, and early pregnancy and early childbirth can lead to complications during the delivery of the baby, or the child can also be born underweight. Some of the government schemes for women were introduced. API Hemant Devare addressed the issues of child marriage, girls' education, and *sati pratha*. He spoke about the famous women who have struggled and have succeeded such as Krantijyoth Savitribai Phule and Kalpana Chawla. He spoke about how laws specially for the tribal people need to be taken to the right places, to the right departments, only then will their problems be solved, only then will we get what we want. He also gave brief information on the police system and about the cognizable and non-cognizable offences. Para Legal Volunteers certificates were distributed for the training held on the 24<sup>th</sup>, 25<sup>th</sup> and 26<sup>th</sup> April 2024. Ms. Neeta social worker, Spandan gave a brief about the Para Legal Volunteers training held and the importance of this training and that each person who has been awarded the certificate will be working closely with the court and the police department engaging in community service. The participants were once again reminded of their roles and the responsibilities: identifying the underweight children and persons with disability in the community; conducting monthly session in the community on the topics that were addressed during the Para Legal Volunteers program; identifying and making a list of the people who need to get various documents and identifying person within the community for block printing training organized on the 20<sup>th</sup> of July 2024. A skit on child marriage and girls' education was put up by the GCC girls, which gave a message about girls' education, and the consequences that one has to face due to early marriage and early pregnancy.

In collaboration with Taluka Legal Services Committee Dahanu-Talasari a session on **Land Laws** was organized on **3 August 2024** at the Church Centre, Raipur-Ashte, Dahanu by Adv. Viraj Gadag. The participants included men, women, the Para Legal Volunteer members, the student social work students, the Spandan staff and Sr Clara Gonsalves. The resource person introduced the constitution of India and its relevance in realizing our freedom and rights as citizens. He mentioned the rights of the scheduled tribes in the constitution and shared about the Adivasi Ayog and how it helps to protect the Adivasi community. He also mentioned that no outsider can take away or buy the land of the tribal people. Through the Ayog, a complaint can be lodged. He also explained about the Atrocity Act that penalizes offences committed against tribals that could range from 7-10 years of imprisonment. He highlighted the relevance of customary law, issues related to land, and schemes for Adivasis. After the session, the presentation on the forest vegetables was held for the participants in commemoration of Indigenous Day celebrated on the 9<sup>th</sup> of August 2025. The presentation was done by the three people along with the samples of the vegetables. First a woman names Jayanti came forward to present the five forest vegetables she brought. She gave in detail information about the names, the source, the importance, the benefits, and the various recipes that can be made from these vegetables. After these two more men participated and gave similar information on the commonly found forest vegetable. They were given prizes as a token of appreciation.

A session was organised by the Spandan in collaboration with the TLSC Dahanu- Talasari and the Government Ashram School Savane on **19th September 2024**. The session was held for the teachers of the school on the topics Session on Scheme for Protection and Implementation of Tribal Rights, **Protection of Children from Sexual Offences Act, 2012** and **Sexual Harassment of Women at Workplace** (Prevention, Prohibition and Redressal) 2013 Act on 19<sup>th</sup> September 2024. The resource persons were Adv. Anil Lilka from Kawada and Adv. Shailesh Kalangada from Ambessari were invited as the resource person for the session. A total of 21 participants participated in the session. Adv. Anil Lilka then gave information on the Scheme for Protection and Implementation of Tribal Rights, highlighting the Provisions of the Panchayats Extension to Scheduled Areas Act, 1996, and its importance for the tribal people. He gave information on the various government schemes that are available for the tribal people and the difficulties that the tribal people face in availing these schemes. Adv. Anil gave information about the NALSA

(National Legal Services Authority), SLSA (State Legal Services Authority) and DLSA (District Legal Services Authorities) and their functions. Adv. Shailesh Kalangda conducted a session on the POCSO and the POSH Act. He explained what the POCSO Act 2012 is, its functions, the categories of sexual offences and the punishment under the act. He highlighted some of the issues in the community, which were filed under the POCSO Act, for the better understanding of the teachers. The teachers asked questions related to the topic from their experiences in the school. Adv. Shailesh requested all the teachers to be sensitive and attentive towards these issues of signs in children. The teachers also requested to conduct such sessions with the school children.



A meeting for the Para Legal Volunteer members and other members was held on the **14<sup>th</sup> November 2024** at GCC. The major topics for the session were the Schemes and training programs at Khadi Gram and the Lok Adalat in Dahanu Court. The resource persons were Mr Kaushik from Khadi Gram Udyog, Dahanu and Adv. Vinod More and Adv. Kiran Bhonar from Dahanu court. A Total of 64

participants participated in the session. Out of them the 17 were the PLV members. The objectives for the session were as follows: Introduction to the schemes and training program through Khadi Gram; introduction to Lok Adalat and the role and responsibilities of the Para Legal Volunteer members to arrange for the session in the community and the school; identify the issues in the community and connect the people with the family court; mobilise people for training from the Khadi Gram and work in collaboration with the Spandan team. Adv. Vinod More began his session by explaining the Constitution of India; the fundamental rights; structure of NALSA,

SALSA, DALSA, types of Lok Adalat. National Lok Adalat and State Lok Adalat. The kinds of cases that can be brought to the Lok Adalat, with examples and the benefits of the Lok Adalat were also shared. Mr. Akhil Kaushik, the project coordinator, shared about the history of the Khadi Gram Udyog. He spoke of a series of training program organized by the project like *Warli* painting, carpentry, makeup, jaggery making, garment making, tie and dye, candle making, pickle making, masala making, perfume making, bee keeping, bee box making, bamboo art and craft, coconut leaf art and craft etc. Some of the training is free, some is fee-based, while others are stipendiary training courses. He also gave information on the loan scheme available through their organization and how their organization helps people with the marketing of the products. Mr Kaushik informed the participants of the benefits of these training programs and the need to get these trainings to start something, through which people can earn their livelihood. Ms Neeta once again reminded the Para Legal Volunteer members of their roles and responsibilities towards their community and ways to collaborate with the Spandan team. The certificates for the training by Khadi Gram Udyog to the GCC students were distributed. The Para Legal Volunteer members were distributed the T-shirts as a token of appreciation for their active involvement in the community, and the session held by the Spandan team.

**2025-2026**

*Title of the Practice:* **Outcome Based Education in Teaching, Learning and Assessment**

*The context that required the initiation of the practice*

OBE is a student-centered approach that focuses on achieving specific learning outcomes, ensuring that students develop essential knowledge, skills, and competencies aligned with academic and professional requirements. In the OBE framework, curriculum design, instructional strategies, and assessment methods are systematically structured to help students attain well-defined learning outcomes. OBE ensures continuous improvement in educational effectiveness, fosters meaningful learning experiences, and aligns with global academic standards.

*The Practice*

From the academic year 2024–2025, the College adopted the Outcome-Based Education (OBE) framework to enhance the teaching, learning, and assessment process. OBE was systematically implemented to enhance the quality of teaching, learning, and assessment, in alignment with national higher education reforms and regulatory frameworks. OBE focused on clearly defined learning outcomes, ensuring that students acquire not only subject knowledge but also skills, values, and competencies relevant to their academic and professional growth.

As part of OBE implementation, the institution framed Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) for all programmes. These outcomes were communicated to students at the beginning of each academic year and are displayed in syllabi, course plans, and institutional records. Teaching–learning processes are consciously aligned with these outcomes, ensuring coherence between curriculum delivery and expected learner achievements.

The IQAC, College undertook several initiatives to strengthen OBE practices. Faculty members prepared detailed curriculum plans and assessment schedules mapping COs with POs and PSOs. Teaching methodologies such as experiential learning, participatory learning, fieldwork, case studies, seminars, projects, and reflective assignments are adopted to address

different Bloom's Taxonomy levels, thereby promoting higher-order thinking skills.

### *Objectives of the Project*

The purported objectives of the lesson plan and assessment plan presentations were: 1. To ensure that all faculty members develop lesson plans aligned with the OBE framework. 2. To integrate Bloom's Taxonomy into the instructional process for effective outcome-based learning. 3. To develop a structured assessment plan that evaluates student learning effectively. 4. To implement automated CO-PO computation for assessing attainment levels. Faculty members presented lesson plans that were designed using a backward design approach, ensuring alignment with predefined learning outcomes. Each lesson plan included:

- Clearly defined Course Outcomes (COs) and Learning Objectives.
- Integration of Bloom's Taxonomy for cognitive skill development.
- Student-centred teaching methodologies, including active learning strategies. Instructional materials and resources to support the learning process.
- A structured schedule with formative and summative assessments aligned with Cos

Faculty members also presented their assessment strategies, ensuring that evaluations were aligned with learning outcomes. The assessment plans covered:

- Mapping of assessment components with COs and POs.
- Balanced weightage distribution for formative and summative assessments.
- Use of rubrics for objective evaluation in line with the Bloom's Taxonomy specifications

### *Evidence of Success*

Assessment practices were redesigned to align with learning outcomes. Continuous Internal Evaluation (CIE), end-semester examinations, practical assessments, and project work are structured to measure the attainment of defined outcomes. Rubrics and question paper blueprints are used to ensure transparency and outcome alignment in evaluation.

To build faculty capacity, the institution has organized faculty development programmes, workshops, and orientation sessions on OBE framework, outcome mapping, assessment strategies, and innovative pedagogies. Academic audits and internal reviews are conducted periodically to monitor the effectiveness of OBE implementation and to identify areas for improvement.

Through these sustained efforts, the College has successfully embedded OBE into its academic processes, resulting in improved curriculum delivery, learner engagement, and measurable learning outcomes. The institution remains committed to continuous enhancement of OBE practices to ensure holistic student development and academic excellence.

#### *CO-PO attainment calculation process*

Understanding Course Outcomes (COs) and Programme Outcomes (POs) Course Outcomes (COs) are specific learning objectives that students are expected to achieve at the end of a course. These outcomes are aligned with the broader Programme Outcomes (POs), which define the overall competencies and skills that graduates should acquire upon completing their degree.

To ensure quality teaching and assessment:

- Faculty members systematically develop COs and integrate them into course syllabi and lesson plans.
- COs are introduced to students during course orientations and syllabus presentations.
- Throughout the semester, student progress toward achieving COs is assessed through multiple evaluation methods, including assignments, presentations, exams, and fieldwork assessments. The curriculum of the BSW and MSW programs follows an interdisciplinary approach, incorporating lectures, case studies, experiential learning, and fieldwork to enhance student learning. The BSW syllabus was revised in 2023 as per NEP guidelines, ensuring the inclusion of current and relevant topics.

#### *Assessment of COS AND POS*

The institution employs a systematic and multipronged approach to evaluate the attainment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). This includes:

- Direct Assessments – Internal tests, semester-end exams, assignments, presentations, and field evaluations.
- Indirect Assessments – Student surveys, alumni feedback, employer feedback, and self-assessments. CO-PO Attainment Calculation Using Software. To streamline and

standardize the assessment process, CO-PO attainment is computed using specialised OBE-based software

The steps involved are:

#### Step 1: Mapping COs to POs

Each CO is mapped to relevant POs at different levels (Low, Medium, or High). • A CO-PO matrix is created, assigning weightage to each linkage.

#### Step 2: Defining Attainment Targets

The institution sets predefined benchmarks for Direct and Indirect Attainment.

#### Step 3: Computing Direct Attainment

1. Internal and External Assessments are assigned weightage (e.g., Internal: 40%, External: 60%). 2. Student performance data is collected and analyzed using software.

Step 4: Computing Indirect Attainment 1. Survey responses from students, alumni, and employers are collected. The average rating is calculated to determine Indirect Attainment.

Step 5: Calculating Final Attainment The final CO attainment is computed using a weighted formula:

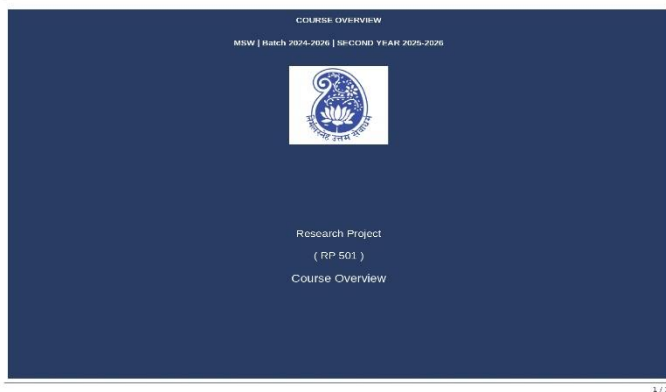
#### Step 6: PO Attainment Calculation

- The average attainment of COs linked to each PO is calculated to determine Programme Outcome Attainment. If the set target is not achieved, faculty members take corrective actions such as curriculum revision, remedial classes, or skill-based training
- Ensuring Continuous Improvement
- Regular data analysis and faculty meetings help in refining assessment strategies.
- CO-PO attainment reports are reviewed annually to ensure continuous improvement. Students receive detailed feedback on their performance, enabling personalized learning pathways. By integrating software-driven attainment calculations, systematic assessments, and real-time student feedback, the institution ensures a robust academic evaluation framework, enhancing student learning and professional preparedness.

*Automation in CO-PO Mapping and Assessment*

The automation of CO-PO mapping and assessment processes was done through specialized software with the collaborative initiative from Studium Tech. This process of automated computation of outcome-based education (OBE) attainment has ensured efficiency, accuracy, and data-driven decision-making. The benefit of Automation is it eliminates manual errors and streamlines the entire process—from defining Course Outcomes (COs) and mapping them to Program Outcomes (POs) to integrating student performance data from various assessments. The software automatically calculates attainment levels, generates comprehensive reports, and provides graphical analysis for quick insights. Additionally, gap analysis and action plan reports help faculty identify areas for improvement, enabling continuous curriculum enhancement. This automated process not only saves time but also enhances the reliability and effectiveness of academic evaluations, ensuring a structured approach to measuring student learning outcomes.

**GAP Analysis Report Research Project A [Master of Social Work, Semester IV]  
demonstrated below:**



**Program Outcome (PO)**

Sr. No	PO
1	Graduates will develop a critical and interdisciplinary understanding of social structures, inequalities, and systemic challenges, enabling them to design and implement effective social work interventions.
2	They will apply advanced social work theories, frameworks, and evidence-based practices to engage with individuals, families, groups, and communities at micro, meso, and macro levels.
3	Graduates will demonstrate professional competencies in clinical social work, community organization, policy advocacy, and participatory development, addressing diverse social issues.
4	They will uphold ethical principles, social justice, and human rights in their professional practice, ensuring dignity, inclusivity, and accountability in all interventions.
5	Graduates will integrate research methodologies, policy analysis, and program evaluation to enhance the effectiveness of social work interventions and contribute to knowledge production in the field.
6	They will critically assess and influence social policies, welfare programs, and governance structures to advocate for legislative reforms and rights-based approaches for marginalized communities.
7	Graduates will develop leadership, entrepreneurial, and management skills to design, implement, and sustain social initiatives, working collaboratively with multidisciplinary teams and stakeholders.

**Vision**

To contribute to building a new social order based on human dignity and social justice.

**Mission**

- M1:** To work with a preferential option for the vulnerable and exploited, both locally and globally.
- M2:** To build a cadre of young, competent professionals having a global perspective and a strong value base of compassion, personal integrity,

**Course Outcomes**

- CO1:** Identify a research topic relevant to social work and formulate research problem statement, objectives, research questions &/or hypotheses.
- CO2:** Collate theoretically sound literature review.
- CO3:** Formulate research objectives and define key concepts related to the research topic.
- CO4:** Apply appropriate sampling and research design for the selected research topic.
- CO5:** Construct data collection tools

## CO - PO - PSO Mapping

CO / PO / PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Average
CO1	2	-	-	-	3	3	2	2.50
CO2	-	2	-	-	3	3	2	2.50
CO3	2	2	-	-	3	-	2	2.25
CO4	-	2	-	-	3	3	2	2.50
CO5	-	2	-	-	3	3	2	2.50
Average	2	2	-	-	3	3	2	

## CO Weightages Based on attainment type

Direct : 80

Indirect : 20

## CO targets & Attainment Levels

COs	Target	Direct Attainment levels				Indirect Attainment levels			
		Level 0	Level 1	Level 2	Level 3	Level 0	Level 1	Level 2	Level 3
CO1	2.5	0 - 1	2 - 40	41 - 50	51 - 100	0 - 1	2 - 40	41 - 50	51 - 100
CO2	2.5	0 - 1	2 - 40	41 - 50	51 - 100	0 - 1	2 - 40	41 - 50	51 - 100
CO3	2.25	0 - 1	2 - 40	41 - 50	51 - 100	0 - 1	2 - 40	41 - 50	51 - 100
CO4	2.5	0 - 1	2 - 40	41 - 50	51 - 100	0 - 1	2 - 40	41 - 50	51 - 100
CO5	2.5	0 - 1	2 - 40	41 - 50	51 - 100	0 - 1	2 - 40	41 - 50	51 - 100

## Formative (CIE) Assessments

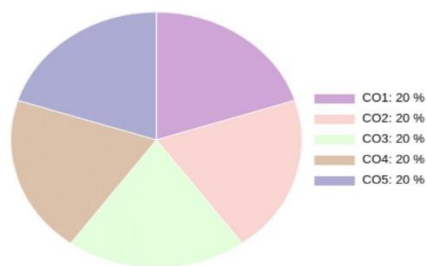
Sr No	Exam Name	Total Marks	Threshold in %	CO1	CO2	CO3	CO4	CO5	Avg Attainment
1	Internal	50	50	3	3	3	3	3	3

## Summative (SEE) Assessments

Sr No	Exam Name	Total Marks	Threshold in %	CO1	CO2	CO3	CO4	CO5	Avg Attainment
2	External Exam	50	50	3	3	3	3	3	3

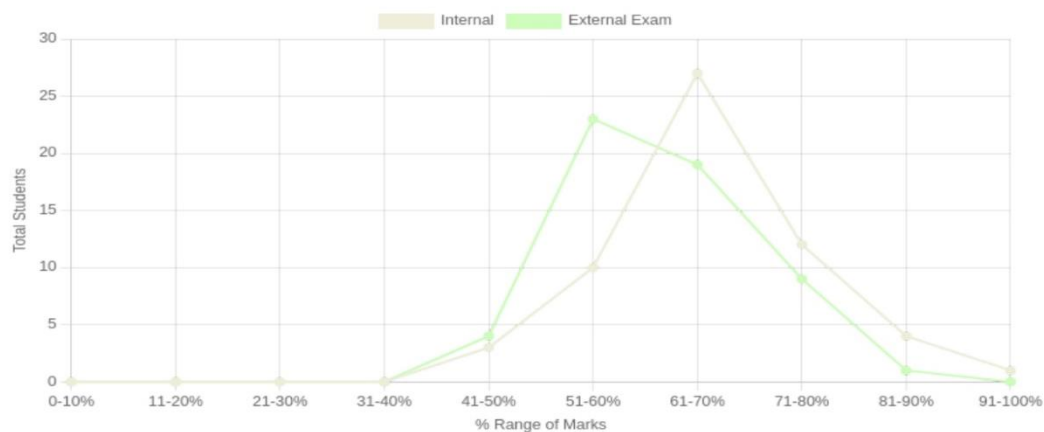
Sr No	Assessment Title	Type	Total Marks	Avg Marks	Threshold in %	No of Students Scoring										Total Students Above Threshold
						0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%	
1	Internal	F	50	33.61	50	0	0	0	0	3	10	27	12	4	1	56
2	External Exam	S	50	30.86	50	0	0	0	0	4	23	19	9	1	0	55

## CO Coverage



COs	CO1	CO2	CO3	CO4	CO5
100	20	20	20	20	20
%	20	20	20	20	20

## Student % wise Distribution



Sr No	Assessment Title	Type	Total Marks	Avg Marks	Threshold in %	No of Students Scoring										Total Students Above Threshold
						0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%	
1	Internal	F	50	33.61	50	0	0	0	0	3	10	27	12	4	1	56
2	External Exam	S	50	30.86	50	0	0	0	0	4	23	19	9	1	0	55

## Indirect Attainment

Feedback Details	CO wise analysis				
<b>Course Exit Survey-MSW-Sem3-2025-2026</b> Type: Course Feedback Publish Date: 01/12/2025 Last Date: 04/12/2025 Feedback conduction: Backdated Total Students: 57 Responses Received: 0 Consider for Attainment: <input checked="" type="checkbox"/>	COS and Questions				
	CO1	CO2	CO3	CO4	
	Q1	Q2	Q3	Q4	
	Students Above Threshold	27/57	37/57	38/57	45/57
	Students Above Threshold in %	47.36%	64.91%	66.66%	78.94%
	Attainment After comparing with attainment Levels	2	3	3	3
<b>Average</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	

## CO Attainment

CO	Direct Attainment	Indirect Attainment	Final Attainment	Target	Gap	Justification
CO1	3	2	2.8	2.5	0.29	-
CO2	3	3	3	2.5	0.5	-
CO3	3	3	3	2.25	0.75	-
CO4	3	3	3	2.5	0.5	-
CO5	3	0	2.4	2.5	-0.1	-

Average CO Attainment : 2.84

## PO Direct Attainment

POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Weighted Avg	2	2	-	-	3	3	2

Average CO Attainment : 2.84

POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Calculation	$2 (2.84) / 3$	$2 (2.84) / 3$	$0 (2.84) / 3$	$0 (2.84) / 3$	$3 (2.84) / 3$	$3 (2.84) / 3$	$2 (2.84) / 3$
Direct Attainment	1.89	1.89	0.00	0.00	2.84	2.84	1.89

## PERFORMANCE OF THE INSTITUTION IN AN AREA DISTINCT TO ITS PRIORITY AND INSTITUTIONAL DISTINCTIVENESS

The College of Social Work has significantly contributed to social work through its academic, fieldwork and extension programmes since its inception. The College has a well-stated motto, vision, mission, and objectives reflected in all aspects of the College. An area distinct to its priority is the conscious integration of the vision and mission of the College in all its endeavours.

### *Field Action Projects*

In tune with the Sustainable Development Goals to make an inclusive world in line with the vision statement of the College of Social Work, ‘*to contribute to build a new social order based on human dignity and social justice to work with a preferential option for the vulnerable and exploited, locally, globally*’ and believing local wisdom of the Indigenous tribal communities, **Spandan {Field Action Project}** resonates the voice of the Indigenous groups to promote sustainable development for better livelihood and focusing on malnutrition issue at Talsari and Dahanu block of Palghar district, Maharashtra. The project *Pravas* implies a journey, indicating the commitment of the project to walking along with the older adults in their path to a healthy and active ageing process. *Pravas* started to work with the senior citizens living in the urban marginalised communities focussing on creating self-supporting groups of older adults. *Pravas* focuses on creating self-supporting groups for senior citizens, raising awareness about healthy aging, and providing access to health services and senior citizen cards to help them benefit from government schemes. The project’s ultimate goal is to promote Healthy Ageing for older adults who are underprivileged by ensuring care, protection, and a supportive community environment. It emphasizes creating a safe, positive space for senior citizens with strong support systems. In its efforts to promote healthy ageing among older adults of marginalised communities, *Pravas* has progressed from providing need based services to the implementation and extension of community-based integrated care and support for older adults

### *Courses Offered*

The mission of the BSW program is to prepare graduates for generalist professional practice and to contribute to the achievement of the College of Social Work’s mission and vision within the context of its core values. BSW students have selected a career path that prepares them for professional practice. BSW graduates possess a wide range of knowledge and skills and employ them within the values of the social work profession. Each graduate is prepared for practice and has undergone a

supervised internship in the field. 60 students are enrolled in the first year of the programme. Besides academics, students are placed in institutions, urban, rural, and tribal settings for the Fieldwork Practicum. The Master of Social Work (MSW) program provides students with advanced critical analysis, problem-solving and research skills. MSW students in the College of Social Work are trained to help people cope with and overcome problems in their lives. At the master's degree first year level, students are generally required to take courses that cover a range of social work topics, including history of social welfare, social policy, social work methods, social science foundations and research methodology. At the second year level, students can select electives. The program also offers them specific skills in the final semester, which include skills in management of Non-Profit Organisation, Counselling Skills and so on. Every year, students are enrolled in the first year of the programme. Besides placements in communities, students are also placed in settings with specialised services such as oncological social work practice, feminist social work practice, child-centred interventions and health social work. MA (Social Innovation and Entrepreneurship) is a two-year Master's programme designed to enable students to develop and use business skills to address complex social problems especially in the context of India. The expectations from the students is that they will be able to demonstrate the role of social innovators and entrepreneurship in creating innovative responses to critical social needs (e.g., hunger, poverty, inner city education, global warming, and so on). This course aims to prepare students personally and professionally for meaningful employment by reflecting on the issues of social innovations and entrepreneurship. After the completion of the programme students are expected to start their own venture. This Programme has been approved by the Statutory Bodies of the College of Social Work (Autonomous), Nirmala Niketan and notified by the University of Mumbai as per the letter dated 14th Sept, 2022 to introduce M.A. (Social Innovation and Entrepreneurship) under the Faculty of Interdisciplinary Studies from the academic year 2022-23.

### *Partner Organizations for fieldwork Practicum*

Selection of Fieldwork Organizations and Placement for Block Placements is based on those aligned with the vision and mission of the College. The College has made rapid strides in the field of Social Work education and is adjudged as one of the best Colleges of Social Work in the country.

The College has pursued research on key social work issues through sponsored research projects and promoting collaborative linkages with various social work organisations for Fieldwork,

Internship, Research, Networking and Advocacy, Training and Field Action Projects Imparting knowledge and skills and demonstrating the right attitudes to the students on human and professional social work and ethical practices and principles, responsibilities and norms that need to be followed in personal life and professional career and to act as a responsible global citizen by contributing to the society and human well-being.

*Promoting Education through student welfare measures:*

In an era where access to higher education is commercialized and in the hands of a privileged few, the College has strived to ensure *No one is left behind* by implementing student welfare measures. Students from marginalized backgrounds within and outside Mumbai are supported through the process of admission and beyond through schemes and institutional support. Preadmission counselling, affordable fees for the educational programmes offered at the College, Equal Opportunity Cell engagement for supporting students, schemes such as midday meals, laptop banks, interest-free loans, study classes, remedial classes, and proactive policies. The one-week-long intense induction program gives the new entrants an insight into the institute's values and mission and the field of Social Work. Efforts are made to accilimitize students to the programme and address the challenges they may face.

*Alumni Engagement*

Our alumni are engagement ranges from active involvement in social work issues across the globe, support to student welfare measures and actively participating in the governance of the College. The service and role of the alumni bears testimony to the integration of the institution vision and mission in their practice.

*Recognition*

The College participated in the NIRF (National Institutional Ranking Framework). The College was the recipient of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) a Centrally Sponsored Scheme (CSS) to achieve the aims of equity, access and excellence. RUSA support was a milestone for the College encouraging the College to strenghten its vision and mission through introduction of new courses based on emerging issues; promote research on social issues, support student welfare and fieldwork engagement

## ACTION PLAN FOR NEXT ACADEMIC YEAR

The Action Plan for the academic year 2024-2025 was based on the External Academic Audits. The Action Plan for the academic year 2025 -2026 was also determined by the Green Audit, Examination Audit and Gender Audit. Action Plan for the next academic year focused on the strategic areas of the Institutional Development Plan.

### *Audit*

Audits are crucial for educational institutions to ensure compliance with national regulations, maintain academic integrity and improve the quality of academic programmes. Audits encourage a culture of continuous improvement and also provide a direction for future endeavours of the College. An External Academic Audit was conducted on **22nd April 2024** to review and strengthen the academic and administrative processes of the institution. The audit aimed to assess existing practices, identify areas for improvement, and provide expert recommendations for enhancing academic quality and institutional effectiveness.

In the academic years 2024-2026 there were four Audits organized by the IQAC Coordinator. The recommendations of the External Team provided a comprehensive framework for determining the future course of action for the academic year 2024-2025 and 2025-2026.

An External Academic Audit was conducted by the following distinguished members: Dr Rajendra Shinde, Principal, St. Xavier's College, Mumbai (*Empowered Autonomous Institution*) and Dr Andrea Coutinho, Principal, St. Xavier's Institute of Education, Mumbai (*Autonomous Institution*). The audit focused on evaluating the academic framework, examination-related processes, faculty research contributions, and overall academic governance of the institution. Based on the review and interactions, the External Audit Team provided the following key suggestions:



Three Audits were conducted in 2024-2025: Green Audit: March 6 2025, Exam Audit: March 20, 2025 and Gender Audit: March 28 2025. The recommendations of the Expert Team are summarized below:

**Energy and Green Audit:** The Green and Energy emphasized the need for sustainable infrastructure and environmentally responsible practices. Key recommendations included strengthening e-waste and liquid waste management, installing a Sewage Treatment Plant (STP), and implementing waste segregation and composting systems. The auditors encouraged a shift toward energy-efficient technologies, such as replacing conventional lighting with LED systems, installing motion-sensor lighting, and transitioning to BLDC ceiling fans; expanding solar energy usage, adopting rainwater harvesting, and installing smart energy meters for real-time monitoring. At the policy level, the institution was advised to develop a Green Campus Policy and form an Environmental Committee. Student engagement through Rotaract-led initiatives, tree plantation drives, and plastic-free campaigns was highlighted as essential for fostering environmental responsibility.

**Gender Audit:** The recommendations of External experts Dr Joseph (University of Mumbai) and Dr Lata Pujari (Sophia College) focused on deepening gender inclusion through academic, infrastructural, and cultural initiatives. Major suggestions included establishing a Gender Resource Centre, incorporating women and queer authors into curricula, and addressing masculinity and gender socialization through awareness programs. The auditors encouraged organizing seminars and conferences on gender dimensions, launching a gender-focused journal or special issue, and implementing a Gender Champions Programme. Infrastructure and student support recommendations included creating gender-neutral restrooms and expanding scholarships promoting gender equality. The audit also stressed tracking placement and dropout data of female students to ensure equitable career outcomes.

**Examination Audit:** The Examination Audit conducted by **Dr Saima Khan (St. Xavier's College: Controller of Examination and Dr Sunita Jadhav (Sophia College: Controller of Examination)**, focused on strengthening transparency, infrastructure, and system efficiency in exam processes. The Auditors recommended showing externally assessed answer scripts to students to reduce grievances and enhancing the Exam Control Room to ensure centralized,

secure handling of examination logistics. System-level improvements included ensuring confidentiality in printing and exam material handling, consolidating operations into a single secure space, and uploading Outcome-Based Education (OBE) data regularly. The audit also emphasized structured student feedback on exam fairness and transparency, along with gap analysis reports and action plans for continuous improvement.

### *Institutional Development Plan*

During the April 2025 meetings, a core team organized a two-day workshop on Developing the Institutional Plan. Subgroups of Faculty Members led by coordinators of the seven AQAR criteria were formed to deliberate on various parameters-enablers of the UGC Guidelines for Institutional Development Plans for Higher Education Institutions(HEIs): Governance, Financial Enablers and Funding Models [Resource Generation], Academic Enablers, Research and Intellectual Property Enablers, Networking and Collaborators Enablers, Best Practices and so on. Based on the deliberations, various strategic areas were identified and presented for the Way forward 2024-2029 as presented below:

The IDP deployment is designed to transform the College into a centre of excellence in social work education, research, and societal engagement, while laying the foundation for a multidisciplinary higher education institution (HEI). The plan translates strategic priorities into actionable interventions across twelve key areas, supported by phased implementation, dedicated responsibilities, and measurable outcomes.

Faculty Members were assigned strategic areas for preparing an annual implementation plan. The first presentation of the IDP plans was held on March 9<sup>th</sup> 2026.

Strategic Area	Key Tasks	2024–25	2025–26	2026–27	2027–28	2028–29
<b>Faculty Development</b>	Launch FDP workshops; set up faculty mentorship; introduce publication incentives	✓	✓			
	Implement rotation of leadership roles			✓		
<b>Teaching and Technology</b>	Strengthen Moodle LMS, e-content development, AI-assisted exams				✓	
	MOOCs Cell set up; 40% SWAYAM integration			✓		
	Upgrade assessment aligned with NEP and ABC	✓	✓	✓		
<b>Research and Innovation</b>	Establish IRB/ IEC & Board of Research Studies			✓		
	Launch “Research Community” and thematic clusters				✓	✓
	Minimum 2–4 sponsored/commissioned projects	✓	✓	✓	✓	✓
	Move <i>Perspectives in Social Work</i> to hybrid/online Scopus/ WoS journal				✓	✓
	Faculty IPR and policy workshops	✓				
<b>Industry Partnership</b>	Form Industry Advisory Board			✓		
	CSR/Corporate scholarships and internships				✓	
<b>Student Placement</b>	Establish Placement and Career Guidance Cell	✓				
	Database of PG hostels/accommodations	✓				
<b>Accreditation and Quality</b>	Academic and Admin Audits	✓	✓	✓	✓	✓
	NAAC (maturity-based prep)	✓	✓	✓	✓	
	Maintain NIRF top-100				✓	✓
<b>Incubation &amp; Start-up</b>	Strengthen IIC and incubation programs			✓	✓	✓
	Student/alumni start-up funding & mentoring			✓	✓	✓
<b>Alumni Engagement</b>	Institutionalize Alumni Day	✓				
	Alumni funding for specific projects		✓			
	Global alumni tracking system			✓		

<b>Strategic Area</b>	<b>Key Tasks</b>	<b>2024– 25</b>	<b>2025– 26</b>	<b>2026– 27</b>	<b>2027– 28</b>	<b>2028– 29</b>
<b>Infrastructure Development</b>	Upgrade classrooms into smart classrooms	✓	✓			
	IT infra (SPSS, iMacs, assistive tech)	✓	✓			
	Fitness and wellness facilities	✓				
	Plan for rural/satellite campus			✓	✓	
<b>Skill Development of Non-teaching Staff</b>	IT & office automation training	✓	✓			
	Recognition awards for staff			✓		✓
<b>Financial Mobilization</b>	Diversify revenue streams (CSR, alumni, grants)				✓	✓
	Fundraising drive (concert/crowdfunding)			✓		✓
	PM-USHA and Govt. schemes tapping	✓	✓	✓	✓	✓
	Land acquisition & building plans			✓	✓	✓
<b>Sustainability &amp; Social Responsibility</b>	Scale solar energy capacity				✓	
	Apply for Green Campus/ISO certification				✓	
	Expand community outreach projects	✓	✓	✓		