

NIRF ranking in the band of 100 to 150

NAAC Re-Accredited "A" Grade (3rd Cycle) with CGPA 3.53 on a Scale of 4 in 2015; and awarded Autonomy Status by UGC in 2019



College of Social Work (Empowered Autonomous), Nirmala Niketan

Exam Audit 2023-2024 & 2024 2025

External Audit Team

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gima Prof. Saima Khan Controller of Examination, St. Xavier's College, Mumbai (Empowered Autonomous Institution)

Dr.Sunita Jadhav,

Associate Professor, Controller of Examination Sophia College for Women (Empowered Autonomous Institution)



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

College of Social Work (Empowered Autonomous)

Nirmala Niketan

Affiliated to the University of Mumbai

EXAM AUDIT REPORT ACADEMIC YEAR 2023-2024 & 2024-2025

College of Social Work, Nirmala Niketan

38, New Marine Lines, Mumbai 400020

Examination Committee

- 1. Dr. Lidwin Dias (Chief Conductor)
- 2. Dr. Anita Machado, Associate Professor (Controller of Examination)
- 3. Ms. Sabeena Gonsalves (Deputy Controller of Examination)
- 4. Ms. Shweta Malvankar (Member)
- 5. Ms. Swati Karekar (Member)



EXAMINATION AUDIT REPORT

INTRODUCTION

The College of Social Work, (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 Importance of Examination Audit

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

2. **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. Audits based on NAAC criteria pave the way for institutional accreditation

3. **Strategic Planning**: Audits are instrumental in formulating strategic plans and policies aimed at enhancing the overall academic Environment,





infrastructure, Faculty Development, and student support services.

4. Ensures Accountability: 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

5. As a preparatory effort towards the Accreditation Process: Since the college is entering 0into the fourth cycle of the accreditation process the Examination Audit acts as a preparatory tool since accreditation processes often require extensive documentation and evidence to demonstrate compliance with standards. Audits help institutions gather and organize the required documentation well in advance.

The Examination Audit Report provides a comprehensive review of the examination system, ensuring alignment with academic standards, institutional policies, and NAAC accreditation criteria. The report includes an analysis of examination processes, assessment methods, evaluation standards, question paper patterns, moderation procedures, and result declaration timelines. The report acknowledges the introduction of the **Outcome-Based Education (OBE) framework from this academic year**, which marks a significant shift in assessment and learning methodologies. The report also gives an overview on the implementation of OBE, ensuring that learning outcomes are clearly defined, assessments are aligned with desired competencies, and student performance is measured against pre-determined objectives. This transition aims to enhance academic quality by focusing on measurable learning outcomes and fostering a learner-centric approach





TEACHING, LEARNING, AND ASSESSMENT



IMPLEMENTATION OF OUTCOME-BASED EDUCATION (OBE) IN TEACHING, LEARNING, AND ASSESSMENT FOR THE ACADEMIC YEAR 2024- 2025

Introduction

From the academic year **2024–2025**, the college has adopted the **Outcome-Based Education (OBE) framework** to enhance the teaching, learning, and assessment process. 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.

A Brief Overview on Out Come Based Education

Outcome Based Education is a student-centric instruction model that focuses on measuring student performance through outcomes. Outcomes include knowledge, skills and attitudes. Its focus remains on evaluation of outcomes of the program by stating the knowledge, skill and behavior a graduate is expected to attain upon completion of a programme. OBE is a performance-

based a p p r o a c h , o f f e r s a Powerful and appealing way of reforming and managing education. The emphasis is on the product, what sort of graduates would be produced, rather than on the educational process. In OBE, the educational outcomes are clearly and definitely specified. It determines the curriculum content and its organization, courses offered, teaching



methods and strategies and the assessment processes.



Vision and Mission of the college

The vision and mission of the College is:

- To contribute to building a new social order based on human dignity and social justice.
- To work with a preferential option for the vulnerable and exploited, both locally and globally.
- To 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.

Objectives of the Programs Offered by the College

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.



OUTCOME BASED CURRICULUM

Outcome-based education approaches the curriculum decision making based on the competencies students should demonstrate at the end of their educational program, thus the outcomes or

competencies dictate the curriculum content and organization, the teaching methods and strategies, the course offered, the educational the environment and assessment strategies. All curriculum and teaching decisions are made based on how best to facilitate the desired final outcome.



STEPS FOR PLANNING AND IMPLEMENTING OUTCOME BASED CURRICULUM:

Deciding on the outcomes:

• The educational outcomes are clearly identified and unambiguously specified regarding the content, context and competence.

Demonstrating outcomes:

• The expected outcome should be defined by setting benchmarks for each level of the program. Each benchmark is a skill that must be demonstrated by the student. Benchmarks should tackle and define specifically the goals of the curriculum and verify ways to assess whether students have reached these goals at that level of study.

Deciding on contents and teaching strategies:

• OBE can be implemented as a whole class models which aim to bring all learners in a classroom up to high levels of learning before proceeding further or by the Flexible models which use flexible grouping, continuous progress, technological approaches and instructional management.







OUTCOME BASED LEARNING AND TEACHING

Outcome-based Teaching and Learning (OBTL) is a student-centered education approach where the programmes intended learning outcomes are explicitly defined for students to achieve. Teaching and learning activities are then carefully designed to facilitate students to achieve these outcomes. The success of OBTL is based on evidences from the assessment results and student learning experience.

The Outcome based Teaching and learning approach focuses on:

- The alignment of the desired graduate attributes, programme intended learning outcomes and module intended learning outcomes.
- The development of teaching and learning activities in enhancing student learning experiences.
- The design of assessment processes to monitor students' learning progress and the achievement of the desired outcomes and attributes.

The alignment of the desired graduate attributes, programme intended learning outcomes and module intended learning outcomes.

The design of assessment processes to monitor students' learning progress and the achievement of the desired outcomes and attributes.

The development of teaching and learning activities in enhancing student learning experiences.

OUTCOME BASED ASSESSMENT

Assessment is one or more processes which is carried out by the institution, that identify, collect and prepare data to evaluate the achievement of course outcomes and program outcomes.

Attainment is the action of achieving a standard result towards accomplishment of desired goals. Primarily attainment is the standard of academic attainment as observed by test and examination result.



Two types of CO assessment methods are employed in Outcome Based Assessment,

- Direct Assessment
- Indirect Assessment

The direct methods (Mark based Assessments) display the student's knowledge and skills from their performance in the continuous internal assessment tests, semester examinations and supporting activities such as seminars, assignments, case study, group discussion, online quiz, mini project etc., These methods provide a sampling of what students know and can do and provide strong evidence of student learning.

The indirect method (Survey based Assessments) done through surveys and interviews, it asks thestakeholders to reflect their views on student's learning. The institute assesses opinions or thoughts aboutgraduate'sknowledgeknowledgeorskillsbydifferentstakeholders

The Direct methods (Mark based Assessments)

 continuous internal assessment tests, semester examinations and supporting activities such as seminars, assignments, case study, group discussion, online quiz, mini project etc.,

The Indirect method (Survey based Assessments)

• Done through surveys and interviews, it asks the stakeholders to reflect their views on student's learning. The Stake holders include Parents, Alumni, Recruiters and Field Work Organisations



BLOOMS TAXONOMY AND OUTCOME BASED EDUCATION

Bloom's Taxonomy is a widely recognized framework used to classify educational objectives and define different levels of learning. Developed by Benjamin Bloom and his colleagues in the 1950s, this taxonomy has become an essential tool for educators worldwide. OBE focuses on aligning educational goals with desired outcomes, emphasizing the acquisition of specific skills, knowledge, and competencies. By understanding their interrelation, educators can create engaging and purposeful learning



environments that promote critical thinking, creativity, and holistic development among students.



As for the six levels of Bloom's taxonomy, there are certain characteristics for each level, Knowledge, for example, is the level of thinking that may elicit gaining and memorizing information. Comprehension level, involves understating the information and interpret facts. As for the Application level, students are being asked to apply and use the information they gained. Besides, at the

Analysis phase learners are supposed to analyze, investigate and infer. At Synthesis level, moreover, learners are required to induct theories, predictions, and evaluation. That is why, learners at this level can come up with conclusions and become more critical and creative (Bloom, 1965). These different levels where divided in two levels; LOTS and HOTS.



COURSE OUTCOME ASSESSMENT PROCESS

The Key aspects in Outcome-Based Education (OBE) are the assessment of Course Outcomes. At the initial stage of OBE implementation, the Course Outcomes (COs) for each course are defined based on the Program Outcomes (POs) and other requirements. At the end of each course, the COs need to be assessed and evaluated to check whether they have been attained or not.

The process of attainment of COs, POs and PSOs starts from writing appropriate COs for each course of the program. The course outcomes are written by the respective faculty member using action verbs of learning levels suggested by Bloom and Anderson. Then, a correlation is established between COs and POs in the scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high). A mapping matrix is prepared in this regard for every course in the program including the elective subjects.

Assessment is one or more processes carried out by the institute, which identify, collect and prepare data to evaluate the achievement of POs and Program Specific Outcomes (PSOs). Attainment is the action or fact of achieving a standard result towards accomplishment of desired goals. Primarily attainment is the standard of academic attainment as observed by examination results.

Course Outcomes (COs): Statements indicating what a student can do after the successful completion of a course. Every Course leads to some Course Outcomes. The CO statements are defined by considering





The course content covered in each module of a course. For every course there may be 4, 5 or 6 COs. The keywords used to define COs are based on Bloom's Taxonomy

Assessment Type	Weightage (%)	Tool
Direct	80%	Cia And End Of Semester
Indirect	20%	Course End Survey, Stakeholder feedback, Program Exit Survey, Alumni Survey

Assessment of POs is done in two different methods as given in table.

Attainment of the COs can be measured directly and indirectly. Direct attainment displays the student's knowledge and skills from their performance. It can be determined from the performance of the students in all the relevant assessment instruments like internal assessments, assignments, quiz and final examinations. These methods provide a sampling of what students know and/or can do and provide strong evidence of student learning. Indirect methods such as Course End Surveys ask the students to reflect on their learning. They access opinions or thoughts about the graduate's knowledge or skills. Indirect measures can provide information about graduate's perception of their learning and how this learning is valued by different stakeholders.

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Spady, W. G. (1994). *Outcome-Based Education: Critical Issues and Answers*. American Association of School Administrators.

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FACULTY DEVELOPMENT PROGRAM ON OBE IMPLEMENTATION

To facilitate this transition, the **Internal Quality Assurance Cell (IQAC)** organized a **series of faculty workshops** focused on key OBE principles. These sessions emphasized:

- Mapping Course Outcomes (CO), Program Outcomes (PO), and Program Educational Objectives (PEO)
- CO-PO computation and automation for assessing attainment levels

The workshops provided faculty members with practical insights into curriculum planning, instructional design, differentiated assessment techniques, and the integration of Bloom's Taxonomy for effective student learning.

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 EvaluationMethods in Teaching and Learning Process:Formative and Summative AssessmentTechniques	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

Faculty Development Programs on OBE Implementation



August 5, 2024 August 16, 2024	Outcome-Based Education: COs, POs, and PSOs Automation ProcessAn Effective Teacher in Changing Times (Organized in Collaboration with Christ University, Lavasa)	Splashgain Technologies ProjectTeamProf. Dr. Jibrael Jos ChristUniversity 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



PRESENTATION OF LESSON PLAN AND ASSESSMENT PLAN IN LINE WITH THE OBE FRAMEWORK

Faculty members were required to develop and present lesson plans and assessment strategies that effectively map Course Outcomes (COs) to Program Outcomes (POs) and Program Educational Objectives (PEOs). This initiative was conducted under the guidance of the IQAC cell to ensure the systematic implementation of OBE practices. 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-centered 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.

Unit wise Lesson Plan

Program Details: BSW

Program/MSW / MASIE:

Semester Details:

Name of the Course:

Cour	5 61			
Week/	Unit and	No of Hours	Teaching/ Learning methods	Method of
Month	Subtopic's under			Assessing
	each Unit			Students Learning



Assessment Plan Development

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 Blooms Taxonomy specifications

ROLL	CTUDENTS			ent method		
NO.	STUDENTS NAME		Continuous Assessme			
NO.	NAME	UNIT	UNIT	UNIT	UNIT	
		COVERED :	COVERED	COVERED	COVERED	TOTAL
		TOPIC	TOPIC	TOPIC	TOPIC	
		COURSE OUTCOME	COURSE OUTCOME	COURSE OUTCOME	COURSE OUTCOME	
		Marks Assigned for the component:	Marks Assigned for the component:	Marks Assigned for the component	Marks Assigned for the component	
		Cognitive Levels of Blooms Taxonomy	Cognitive Levels of Blooms Taxonomy	Cognitive Levels of Blooms Taxonomy	Cognitive Levels of Blooms Taxonomy	
		Marks obtained	Marks obtained	Marks obtained	Marks obtained	



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 specialized **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.





BRIEF OVERVIEW ON THE TEACHING LEARNING ASSESSMENT PROCESS



TEACHING LEARNING PROCESS

Student-centric methods such as experiential learning, participative learning and prosolving methodologies, are used for enhancing learning experiences: *Techniques for experiential learning* included watching educational movies, reviewing them, and attending theoretical and skill-based seminars. The teachers choose appropriate outside speakers to help students learn about important subjects like law, policy, human rights, and rural and urban studies.

Participatory learning strategies, which combine article reviews, student presentations and group activities with classroom instruction, promote the learning of students from a variety of academic and social backgrounds on both online and offline platforms.

Through Orientation Visits and Fieldwork, students are given the chance to learn about issues, their variations, and intervention strategies in a range of contexts. The fieldwork from this academic year shifted offline and students were placed in various fieldwork agencies.

To assist the theory-practice linkage in the field the students are assigned individual fieldwork mentors. Such dialogues aid in closing the knowledge gap. The College also has a counsellor to guide the students who are undergoing various challenges. The students are given a recap of the class, question banks, a compendium, and reading materials.

ICT-enabled tools including online resources for effective teaching and learning used by teachers

The Teachers use ICT-enabled tools - these include the use of MS Microsoft Teams, PowerPoint Presentations, Video – Film Clips, Audio Clips, Posters, Slogans, and Visits to actual demonstration units like incubators, field action projects etc. The teachers also provided the students with soft copies of reading materials that were often given before class to enable them to come prepared for discussions. Class notes and reading compendiums were provided as reference materials so that they could be adequately prepared for assessments. Library access is provided during some lectures so that reading materials like books and journals were introduced for their additional reading. Additional assistance was provided to the students through workshops for them on Excel, PPT, APA recommended formatting of research documents and using software like Mendeley, and SPSS that helped them to organize their research



documentation and interpret their research findings both in quantitative and qualitative forms. The access to online resources includes various access to Open Source Websites and Journals. Since the College has subscribed to various Online Journals, the students too have been given access to the same. Through these workshops and ICTs, the learning process has become more approachable, appealing and easier to comprehend.

COMPREHENSIVE ACADEMIC ASSESSMENT AND STUDENT SUPPORT FRAMEWORK

The College of Social Work employs a comprehensive assessment system to evaluate students' academic progress through diverse methods: As per the College's Examination Policy, assessments are conducted both internally and externally each semester to enhance student engagement, creativity, and academic performance:

- **Internal Assessments** These include creative assignments, analytical exercises, and short- duration class tests aligned with course credits.
- Semester-End Examinations Regular written examinations are assessed by both internal and external evaluators.
- **Group Projects** Students engage in field-based tasks and later report on the process while applying theoretical concepts.
- Seminar & Research-Based Presentations Students independently prepare and present seminars or research papers, enhancing their ability to read, summarize, and articulate ideas clearly. Exceptional work may be considered for publication.
- **Class Participation** Active engagement through listening, questioning, and prereading assigned materials fosters deeper learning.

Workshops & Skills Labs are organized by the course teachers in addition the Equal Opportunity Cell organizes workshops on various topics to enhance student learning, including:

- Emotional Intelligence
- Answer-Writing Techniques for Exams
- Government Examination Opportunities

Orientation Sessions: During Orientation Week, subject-specific skill lab sessions are also



held on different topics related to Field-based **Programme Media Training** such as Street Plays, Puppet Shows, Poster-Making, Video Editing etc

Research Competition: The College actively encourages student participation in research competitions like **AVISHKAR**, hosted by Mumbai University: Participants receive coaching and mentorship from faculty, strengthening their research skills and practical application of theory in professional settings.

STUDENT SUPPORT MECHANISMS

- **Special Accommodations** Students with learning disabilities receive examination concessions such as extra time, scribes, and spelling error exemptions.
- **Parental Involvement** Parents are invited to meetings at the beginning of the academic year and mid-semester to monitor student progress and attendance.

Special Programmes for Slow and Advanced Learners

• Educational Support – Instructors provide additional guidance to reinforce fundamental concepts based on students' individual learning paces.





- **Computer Application Training** Students learn essential software tools for data documentation, mind mapping, and data analysis.
- Inclusive Teaching Approach Visually impaired students receive accessible reading materials, speech-enabled software, and assistance from peers and faculty to support their learning.

STUDENT-FULL-TIME TEACHER RATIO

The student-to-teacher ratio is a critical indicator of academic support and instructional effectiveness. At the College of Social Work, the ratio is structured to ensure quality education and personalized attention. This ratio reflects the College's commitment to maintaining an optimal learning environment where students receive individualized mentorship, guidance, and academic support from faculty members. The balanced distribution of students per teacher fosters interactive learning, personalized feedback, and effective student engagement across various academic and field-based activities.

Year	Total	Total Teachers (Principal + Teachers +	Teacher-Student
	Students	Management Post)	Ratio
2023-24	286	1 + 10 + 8 = 19	1:15.1
2022-23	291	1 + 11 + 6 = 18	1:16.2
2021-22	296	1 + 12 + 5 = 18	1:16.4
2020-21	281	14 + 6 = 20	1:14.1
2019-20	261	14 + 6 = 20	1:13.1

Thus, the teacher-student ratio ranges from 1:13.1 to 1:16.4 over the last five years.







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NEW MEASURES IN EXAMINATION MANAGEMENT

Examination management plays a crucial role in ensuring fair, efficient, and credible assessment processes in educational institutions. With the evolving landscape of education, advancements in technology, and the increasing need for transparency and security, new measures in examination management have emerged to enhance the overall assessment experience.

Internal Assessment: Introduction of Unit-Based Assessment

This change aligns with Outcome-Based Education, emphasizing evaluating student learning based on clearly defined outcomes for each unit of the course. Each unit of the syllabus is now assessed individually through assignments, quizzes, and class tests. This ensures that students have grasped the essential concepts of each unit before moving on to the next. It provides ongoing feedback, helping students identify areas where improvement is needed. Additionally, a detailed Assessment Grid / rubric was prepared to standardize the evaluation process and ensure consistency in assessment.



RUBRIC FOR INTERNAL AND END SEMESTER EXAMINATION

		TOT	AL MARKS ASSIGNED	FOR INTERNALS			
			Assessment m	ethod			
	mponent :						
and the second s		Faculty : -					
Subject :		and the second					
			डाने.			20140	
	UNIT COVERED / CO:	UNIT COVERED/C O	UNIT COVERED/ CO	UNIT COVERED/CO	UNIT COVERED/CO	UNIT COVERED/CO	
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	CHER ALL
		Method of Assessment	Method of Assessment	Method of Assessment	Method of Assessment	Method of Assessment	
STUDENTS		Marks Assigned for the component:	Marks Assigned for the component	Marks Assigned for the component	Marks Assigned for the component	Marks Assigned for the component	
NAME	Blooms Taxonomy	Cognitive Levels of Blooms Taxonomy Marks obtained	Cognitive Levels of Blooms Taxonomy Marks obtained	Cognitive Levels of Blooms Taxonomy Marks obtained	Cognitive Levels of Blooms Taxonomy Marks obtained	Cognitive Levels of Blooms Taxonomy Marks obtained	
	Subject :-	Subject :: Continuous Assess Different Compon UNIT COVERED / CO. TOPIC TOPIC Method of Assessment Marks Assigned for the component: Cognitive Levels of Blooms Taxonomy	nent Tasting Component : nents : Subject : Subject : Continuous Assessment Test Components : UNIT UNIT COVERED / CO: COVERED/C O TOPIC TOPIC TOPIC Method of Assessment Marks Assigned for Marks Assigned for the component: the component: STUDENTS NAME Cognitive Levels of Cognitive Levels of Blooms Taxonomy Blooms Taxonomy	Assessment in nent Testing Component : nents : Subject : Continuous Assessment Test Component Different Components UNIT Different Components UNIT COVERED / CO: COVERED/C O TOPIC TOPIC TOPIC TOPIC TOPIC TOPIC Student Assessment Assessment Assessment Assessment Cognitive Levels of Cognitive Levels of Blooms Taxonomy Bloom Taxonomy Bloom Taxonom Bloom Taxonom Bloom Taxonom Bloom Taxonom Bloom Taxonom Bloom Taxonom Bloom Bloom Taxonom Bloom Taxonom Bloom Blo	Feelilty :- Subject : Continuous Assessment Test Component Different Components: UNIT COVERED / CO: UNIT COVERED/CO UNIT COVERED/CO	Assessment method Assessment method Method iof in arise Assigned for the component in the compon	Assessment method Assessment method Results: Stubject: Stubject: Continuous Assessment Test Component Different Components : Continuous Assessment Test Component Different Components : Continuous Assessment Test Component OINT UNIT UNIT UNIT COVERED/C CO: COVERED/C CO

	Details of the course BSW/MSW/MASIE							
		QUESTIC	END OF SEMESTER EXAI					
Course Details :		Faculty :-						
BSW/MSW/MAS	IE Subject :							
	UNIT COVERED / COURSE OUTCOME	UNIT COVERED / COURSE OUTCOME	UNIT COVERED / COURSE OUTCOME	UNIT COVERED / COURSE OUTCOME	UNIT COVERED / COURSE OUTCOME	UNIT COVERED / COURSE DUTCOME		
	Description of the Question Essay / Short Answer	Description of the Question Essay / Short Answer	Description of the Question Essay / Short Answer	Description of the Question Essay / Short Answer	Description of the Question Essay / Short Answer	Description of the Question Essay / Short Answer		
	QUESTION NO	QUESTION NO	QUESTION NO	QUESTION NO	QUESTION NO	QUESTION NO		
	Marks Assigned for the component:	Marks Assigned for the component:	Marks Assigned for the component	Marks Assigned for the component	Marks Assigned for the component	Marks Assigned for t component		
	Cognitive Levels of Blooms Faxonomy	Cognitive Levels of Blooms Taxonomy	Cognitive Levels of Blooms Taxonomy	Cognitive Levels of Blooms Taxonomy	Cognitive Levels of Blooms Taxonomy	Cognitive Levels of Blooms Taxonomy		
1	Marks obtained	Marks obtained	Marks obtained	Marks obtained	Marks obtained	Marks obtained		

Revised Question Paper Pattern

To create a balanced assessment the question paper now comprises two distinct sections:

Section A (Essay Type Questions): This section consists of essay-type questions that require detailed, in- depth responses. Each question is designed to assess higher-order thinking skills such as analysis, evaluation, and synthesis as per Bloom's Taxonomy. Students are expected to elaborate on concepts, theories, or case studies, demonstrating their critical thinking and comprehension abilities.

Section B (Short Note Questions): This section contains short note questions focusing on specific topics. These questions require concise answers that test students' understanding and recall of key concepts, definitions, and theories.

COLLEGE OF SOCIAL WORK, (EMPOWERED AUTONOMOUS), NIRMALA NIKETAN SEMISTER END EXAMINATION BACHELOR OF SOCIAL WORK Program Code: 301 (2023) Date: 18/16/2024 Semester – 111 Course: Theatre Skills Course: Theatre Skills ONOMOUS), NIRMALA NIKETAN INATION WORF COLLEGE OF SOCIAL WORK, (EMP EMESTER END EXAM MASTER OF SOCIAL arheatre Skills urse Code: CC 201 urka - 30 Mart le: 501 : INSWP 3.1 Paper Code: 5010301 of SECTION A (In प्रवन्तसाही अंतर्गत पर्या धी उत्तरे लिहा (प्रत्येक प्रवनासाठी अ stempt ANY 2 OUT OF 4 que questions of SECTION A (Internal Che VY 2 OUT OF 4 questions of SECTIO indicated against each question ns of SECTION B. भाग B मधीह ४ प्रवनांपैकी की st each question. प्रत्येक प्रद्र-गरायोर गण त्र्वांत्रके आहे. SECTION A uss the Four Types of Social V e to David Here 12 0.1 a) Disc Or Or Fing to Ecological Ther Q.1 b) Discuss the five levels of system accor . स्ट्रेन जान ग्याचे फायदे लिहा. Q.2 a) Compare and com ast the diffe nt stands of feministe (li 20 or. Or Q.1 b) App n message on the social issue that you'd तुमधी फील्डवर्क संस्था ज्या सामग्रीजेक script) लिए. E techniques of Solution Focusar Or or Of Radical Social Work in co usses Brief Therapy with porary times O.2 a) Explain about the diffienviron of props used in ctice principles of Anti-Oppe Or 12 ण्टरमध्ये वापरल्के ्-जाणाऱ्या विविध प्रोप्सक्दल लिख. हे प्रोप्स करो चलवले ज Or ps of Ref in about St estre that is frequen thy used by nocial SECTION B J) Write Short Notes (Any Two Closed va Cont Notes (Any Two प्र.२ ब) स्ट्रीट, बिएटर समाज कार्यात ला जाऊ शकलं? स्ट्रीट विपटरची मुख्य वैशिष्ट्ये को 12 SECTION B Q.1) Write Short Notes (Any Two) टीपा लिहा (कोणत्याही दोन) -X-X-X-Xb) IPTA (Indian People's Th on) आब पी टी ए (इंडियल पीपल्स विएटर अससोसिएशल) tari दशावतारी e Skills for The in Durrant maining aftered -X-X-X-X

Masking of Answer Scripts

To ensure unbiased evaluation and maintain the integrity of the assessment process. Answer scripts are now masked by covering the student's identification details before the evaluation process begins. This prevents any potential bias from influencing the evaluator's marking, thus upholding fairness in the grading process.



Answer Keys and Specifications Based on Bloom's Taxonomy

To standardize the evaluation process and ensure consistency across different evaluators. Answer keys are now developed using Bloom's Taxonomy, focusing on various cognitive levels like remembering, understanding, applying, analyzing, evaluating, and creating. Each question is accompanied by specific marking schemes and expected answers, enabling clear, criterion-based evaluation.

Faculty Disclosure Form for Relatives and Acquaintances Who Are Students

To maintain transparency and avoid conflicts of interest during the examination process. Faculty members are required to fill out a disclosure form if they have any relatives or acquaintances enrolled as students in the institution. This helps the Examination Committee take necessary measures to prevent any conflict of interest in teaching, assessment, and evaluation.



Streamlining the Answer Sheet Mark Verification Process

To enhance the accuracy and reliability of marks awarded. The verification of marks on answer sheets has been streamlined by introducing a standardized process. This includes double-checking the total marks, ensuring all parts of the questions are marked, and verifying the addition of scores. This systematic approach minimizes errors and discrepancies in the final marks awarded.



Question Paper Preparation Checklist

To ensure a high standard of question papers in alignment with course outcomes and Bloom's Taxonomy. A checklist is now provided to all faculty members for question paper preparation. The checklist includes criteria like coverage of the entire syllabus, alignment with course outcomes, balance between different levels of cognitive skills, and adherence to the prescribed question paper pattern. This ensures consistency and quality across all question papers.

In addition Input sessions was also provided to faculty members on Designing Question papers with a balanced representation of HOTS and LOTS questions



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

An integrated Exam module within an 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. The breakdown of each component is as follows:





Exam Schedule Management

Creation 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

Seating Arrangement: Systematic allocation of seats for students in exam halls. Consideration of factors like avoiding cheating opportunities and accommodating students with special needs.

Marks Entry: Efficient entry of exam scores by instructors or designated staff. Support for both manual entry and Excel upload.

Grading Policies: Implementation of grading policies and rules for different courses or


subjects. Application of grace marks or moderation based on predefined criteria.

Result Generation: Automated calculation of overall results based on marks obtained in different exams. Integration with grading systems and policies to determine final grades.

Applying Grace Marks: Ability to manually apply grace marks or moderation to individual student scores. Adherence to institutional policies regarding the application of grace marks based on Manual, institute-level level, and university- level gracing.

Analytics and Reporting: Generation of comprehensive reports on exam results, class performance, consolidated report, passed & failed student list/count, subject- wise passed and failed student details, toppers list, summarized details, and individual student performance. Visualization tools for analyzing trends and identifying areas for improvement.

Communication and Notifications: Automated communication with students regarding exam schedules, results, and any changes in the grading process. Notifications to faculty and administrators about exceptional cases or issues.

Security Measures: Implementation of security measures to ensure the confidentiality and integrity of exam data. Access controls to restrict unauthorized access to sensitive information.

Integration with Other Modules: Seamless integration with other ERP modules like Student Information System (SIS), Attendance Management, and Academic Records. Implementing an Exam module in an ERP system has helped our institution manage the entire examination process efficiently, reduce paperwork, minimize errors, and enhance overall productivity. It also provides valuable insights through analytics and reporting features for continuous improvement. Few of the Provisions are yet to be implemented such as Integration with other modules.

ACADEMIC BANK OF CREDITS (ABC)

The college has successfully generated the ABC ID for all the students. The Academic Bank of Credits (ABC) is a digital credit repository introduced by the University Grants Commission (UGC), India, under the National Education Policy (NEP) 2020. It is designed to store, transfer, and redeem academic credits earned by students across different recognized institutions.

ABC enables flexible learning pathways, allowing students to:

• Accumulate and transfer credits between institutions.



- Opt for multiple entry-exit options in higher education.
- Pursue interdisciplinary and lifelong learning opportunities.

With a focus on student mobility and academic flexibility, **ABC ensures a** seamless and transparent credit transfer system, empowering learners to personalize their education while maintaining academic integrity and quality. Under the efficient Guidance of the Nodal Officer and ABC Team, the college has successfully uploaded 969 mark sheets on NAD Portal

THE AVERAGE NUMBER OF DAYS TAKEN FOR THE DECLARATION OF RESULTS

Number of days from the date of last semester-end/ year-end examination till the declaration of results during the year. The average number of days taken for the declaration of results is Approximately 18 to 20 days

CLASS	SEM	LAST DATE	RESULT	DAYS RESULTS
		OF EXAM	DECLERATION	DECLTARED
			DATE	
BSW	Ι	08.11.2023	23.11.2023	15 DAYS
BSW	III	07.11.2023	23.11.2023	16 DAYS
BSW	V	08.11.2023	23.11.2023	15 DAYS
MSW	Ι	07.11.2023	23.11.2023	16 DAYS
MSW	III	08.11.2023	23.11.2023	15 DAYS
MASIE	Ι	09.11.2023	28.11.2023	19 DAYS
MASIE	III	10.11.2023	28.11.2023	18 DAYS

OCTOBER	2023
	2025

	APRIL 2024				
CLASS	SEM	LAST DATE	LAST DATE RESULT 1		
		OF EXAM	DECLERATION	DECLTARED	
			DATE		
BSW	Π	15.04.2024	03.05.2024	18 DAYS	
BSW	IV	12.04.2024	03.05.2024	21 DAYS	
BSW	VI	12.04.2024	03.05.2024	21 DAYS	
MSW	Π	15.04.2024	03.05.2024	18 DAYS	
MSW	IV	18.04.2024	03.05.2024	15 DAYS	
MASIE	Π	15.04.2024	29.04.2024	14 DAYS	
MASIE	IV	15.04.2024	29.04.2024	14 DAYS	

OCTOBER 2024

CLASS	SEM	LAST DATE OF EXAM	RESULT DECLERATION DATE	DAYS RESULTS DECLTARED
BSW	Ι	26.10.2024	07.11.2024	12 DAYS
BSW	III	19.10.2024		
BSW	V	19.10.2024	07.11.2024	19 DAYS
MSW	Ι	19.10.2024	07.11.2024	19 DAYS
MSW	III	19.10.2024	07.11.2024	19 DAYS
MASIE	Ι	19.10.2024	05.11.2024	17 DAYS
MASIE	III	19.10.2024	05.11.2024	17 DAYS





PASSING NORMS MSW Program (As Per the NEP Syllabus)

R. 501. L: The PASSING NORMS are as follows:

i) To pass a theory course, a student is required to obtain a minimum of 40 percent marks allotted to the course, in CIA and End Semester Exams cumulatively. If a student fails to secure the required minimum 40 percent of the marks in the internal and external, that student will have to reappear for the additional exams. Those students who do not register for the Additional Examination within the stipulated period (15 days of the declaration of the result) will not be permitted to appear for the concerned examination (s).

ii) To pass a Fieldwork/ Practicum Course, the student should obtain 40 percent marks in each semester. If a student's performance in Fieldwork is consistently found unsatisfactory all through the semester the student will not be allowed to appear for the Viva Voce. Grounds for unsatisfactory performance are specified in the Fieldwork Manual. The Field Work hours completed by the student who has been declared failed in Field Work will not be carried forward. Failure in Field Work does not entitle a student to keep terms for the higher class. A student failing in Field Work shall have to make up the entire semester's fieldwork

R. 501. M: Grace Mark Norms

i) Grace marks shall be as per the Circular of the University of Mumbai Ref. No. Exam/Controller of Examination/1353/2013 dated 21 September 2013 and DTE circular: CON/2016/ No 302/ 03 dated 4 March 2017.

R. 501. N: Awarding MSW Degree: Students who opt to exit after completion of the FIRST year have to secure the required credits. These students are allowed to re-enter within a period of three years to complete the degree programme.R. 501. O: Grading and ATKT System

Marks out of 50	Marks out of 100	Grade Points	Grade	Performance
40 & Above	80 & Above	10	0	Outstanding
35-39.99	70 – 79.99	9	A+	Excellent
30-34.99	60 - 69.99	8	А	Very Good
28-29.99	55 - 59.99	7	B+	Good
25-27.99	50 - 54.99	6	В	Above Average
23-24.99	45 - 49.99	5	С	Average
20-22.99	40-44.99	4	D	Pass 36
Less than 20	Less than 40	0	F	Fail

i) The college follows the 10 Point Grading System:

ii) Those students who fail in up to 4 courses across both semesters (excluding Field Work) in an academic year, will be 'Allowed to Keep Terms' (ATKT) and appear for the Additional Examination(s) in the subsequent semester. An unsuccessful candidate who has obtained 40 percent

of the full marks in a subject/s may be given an exemption from appearing in those subject/s at the subsequent examination and will be declared to have passed the respective semester-end examination when the candidate has passed in the remaining subject/s. Those students who fail in more than 4 courses across both semesters in an academic year will be declared failed in that academic year.

Note: However, a candidate who has obtained 40 percent or more of the full marks in Field Work may claim the exemption in Field Work.

PASSING NORMS BSW / MSW PROGRAM OLD COURSE

Theory Courses

To pass a course Students must obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment & Semester End Examination. The learners shall obtain minimum of 40% marks in the Internal Assessment and 40% marks in Semester End Examination. For a four credit paper the student shall obtain minimum of 40% marks (i.e. 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 24 Out of 60) separately, to pass the course. For a two credit paper the student shall obtain minimum of 40% marks (ie 8 out of 20) in the internal assessment and 40% marks in Semester End Examination (ie 12 out of 30) separately to pass the course. (Amendment IQAC meeting 11th October 2023)

ASSIGNMENT POLICY

Assignments/Class Tests are an important aspect of assessment of students aimed at improving student engagement and performance. The Assignment Policy is a guideline aimed at ensuring quality of student's course work and accountability.

Generic Rules:

- 1 The sections of the University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism In Higher Educational Institutions) Regulations, 2018 would be considered in the assessment of all assignments/projects submitted as part of course work wherever and whenever applicable. Ref: https://www.ugc.ac.in/pdfnews/7771545_academicintegrity-Regulation2018.pdf
- 2 Every student submitting an assignment etc as part of the academic work shall submit an undertaking indicating that the document has been prepared by the student and that3t7he document is the student's original work and free of any plagiarism.
- 3 The student should ensure that all quoted work is reproduced with all necessary permission

and/or attribution. All references, bibliography, table of content, preface and acknowledgments, and all generic terms, laws, standard symbols, and standards equations are provided in the assignment.

- 4 Penalties in case of plagiarism: Such student shall be asked to submit a revised script within a stipulated period not exceeding 6 months and/or such student shall be awarded zero marks in the assignment.
- 5 There should be a minimum gap of **30 days** between announcing the assignment topic and its submission, even if the relevant portion has not been covered. There should be a minimum gap of **30 days** between covering the portion relevant to the assignment and its submission.
- 6 **Absenteeism** on a submission date will **not** entail a re-examination/re-assignment and will lead to the student getting **nil** marks for the missed assignment/class test. However, such decisions will be solely at the Principal' and the discretion of the examination committee.
 - 1. Students are responsible for noting the dates of given assignments/class tests.
 - 2. If a submission date falls on a public holiday, the next working day will be the submission date.
 - 3. The type of assignment will eventually be decided by the Course Coordinator/Subject Teacher
 - 4. A rubric specifying the criteria of evaluation for Formative Assessments is recommended
 - 5. The Unfair Means Policy of the College will be applicable for all academic work assigned as part of the Formative Assessments.

Evaluation of assignments can be based on the Formatting (paragraphing and sub-titling) and presentation of ideas, Content: Analysis of causal factors, drawing inferences, theory linkage, connectivity and logical flow of ideas, summarizing, references, and originality and creativity.

Points to Remember:

- 1. A candidate who passes internal but fails external shall carry over internal marks and reappear for external assessment.
- 2. The internal assessment will be done by the teachers who teach the subjects, and the marks will be communicated to students except in Research Projects/Term Paper and Fieldwork.



INDICATIVE LIST OF TESTING / ASSIGNMENT COMPONENT

TESTING COMPONENT

- Multiple-Choice Questions
- Short Answer:
- Essay Questions:
- Sub unit Quizzes
- Weekly Quizzes:
- Short tests often given during or after lectures to assess understanding of recent material
- Preparing Conceptual Maps of topics Assigned

ASSIGNMENT COMPONENTS

- Analysis of Research Papers: In-depth studies on a specific topic, requiring extensive research and critical analysis.
- Writing Essays / Submission of reports focusing on specific themes or questions.
- Presentations: Individual and Group Presentations
- Group Projects
- Case study Analysis
- Creative Assignments; Preparing Audio Visual Aids related to Field work
- Field Based Assignments
- Community Engagement Projects: Assignment based on Community Needs Assessment: Students can conduct a needs assessment in a local community or organization, identifying social issues and proposing interventions.
- Client Narratives: Students can write narratives from the perspective of a client, reflecting on their experiences, challenges, and interactions with social workers.
- Social Justice Blog or Podcast: Students can create blogs or podcasts discussing social justice issues, sharing insights from coursework and field experiences to raise awareness and promote dialogue.
- Photo Voice Projects: Use photography to capture and highlight social issues or community strengths, accompanied by narratives or reflections.
- Documentary Films: Create short documentaries on social issues or profiles of individuals and Organizations making a difference in the community.
- Policy Analysis and Advocacy issues

- Policy Briefs: Research and develop policy briefs on current social policies or proposed reforms, analysing their impact on vulnerable populations and advocating for change.
- International Social Work Analysis: Research and analyze social work practices and challenges in different countries or regions, comparing cultural perspectives and approaches to addressing social issues.
- Reflective Journals: Encourage students to maintain journals throughout their field placements or coursework, reflecting on personal growth, ethical dilemmas, and lessons learned.
- Social Work Practice Blogs: Students can create blogs discussing social work theories, interventions, and personal experiences in the field, promoting critical reflection and dialogue among peers.
- Art Therapy / Expressive Arts Activities: Engage in art-based activities (e.g., drawing, painting, collage) to explore emotions, self-awareness, and therapeutic techniques used in social work practice.

INSTRUCTIONS FOR ASSIGNMENT SUBMISSION

- 1. Students are expected to take note of the dates of the given assignments sent by the Examination Committee.
- 2. Assignment should be centrally submitted to the Admin office on the scheduled date by 3pm.
- 3. In case of submission after the scheduled date every single day of late submission, one mark will be deducted.
- 4. If assignment submissions are delayed due to medical reasons an email must be sent to the Controller of Examinations (cswnn2019exam@gmail.com) and the subject teacher specifying the reasons and with a duly attached medical certificates. The revised dates for submission will be intimated by the subject teacher.
- 5. If the student is unable to attend the Concurrent Assessment test (Unit wise Assessment) due to medical reasons an email must be sent to the Controller of Examinations (cswnn2019exam@gmail.com) and the subject teacher specifying the reasons and with a duly attached medical certificates. The revised dates for submission will be intimated by the subject teacher.
- 6. The marks assigned for the Testing Component and Assignment Component for Four credit paper and two credit paper across different Programs is given below

Internal Assessment Components (BSW Hons)

Internal Assessment Components	2 Credits	4 Credits
Assignment	10	20
Testing Component	10	20

Internal Assessment Components (MSW NEP Program)

Internal Assessment Components	2 Credits	4 Credits
Assignment Component	15	30
Testing Component	10	20
Internal Assessment Marks	25	50

Internal Assessment Components (BSW / MSW Old Course)

Internal Assessment Components	2 Credits	4 Credits
Assignment Component	5	10
Testing Component	10	20
Student Participation	2.5	5
Attendance	2.5	5
Internal Assessment Marks	20	40

Marks will be assigned for Attendance (5 Marks for 4 credit paper and 2.5 marks for 2 credit paper).

Marks Assigned for Attendance

Percentage	4 Credits	2 Credits
96 to 100 percent	5	2.5
91 to 95 percent	4	2
86 to 90 percent	3	1.5
81 to 85 percent	2	1
75 to 80 percent	1	.5
Below 75 percent	Zero	0

7. If the student is failing in the internal exams the subject teacher in consultation with the examination committee will give a Reassignment / Retest (any one of the above) before the final exam.



| P a g e

PROCEDURE FOR PLAGIARISM CHECK FOR ASSIGNMENT SUBMISSION ASSIGNMENT REQUISITES

- 1. The course Assignments will require the student to demonstrate critical thinking via assimilation and synthesis of ideas when using credible, outside and course specific resources.
- 2. References are compulsory and should be based on the APA guidelines. All sources from where material whether newspaper or magazine articles, books, papers, websites, the unpublished matter must be acknowledged in the Bibliography/references, etc. "Plagiarism" means the practice of taking someone else's work or idea and passing them as one's own". For assessment of assignments, in which more than 10 % of similarities with any referred source/sources, the guidelines as specified by the UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018 will be applied.

PROCEDURE FOR PLAGIARISM CHECK FOR ASSIGNMENT SUBMISSION

Kindly note the student is expected to submit the Plagiarism verification report along with the assignments

THE FOLLOWING STEPS SHALL BE PERFORMED FOR THE PLAGIARISM CHECK

- 1. After the student completes the assignment the student is expected to share the soft copy of the assignment for the plagiarism check
- 2. The students are expected to submit a soft copy to the librarian in a folder with their name subject and topic of the assignment
- 3. The Plagiarism check shall be performed using the Plagiarism software *DRILL BIT*. This software is designed to reduce the duplication of Assignment / research.
- 4. The software checks the percentage of duplicity of the content with the online sources by providing the source link of the plagiarized section to ensure comprehensive checking.

CONTENTS OF THE SOFT COPY THAT MUST BE SUBMITTED

1. The Plagiarism check shall be applied for the entire assignment.

2. Please note while submitting the soft copy of your assignment the following sections must not be included (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018

- The Cover page
- Table of content/Index,
- List of tables,
- List of figures,
- List of symbols,
 - List of abbreviations
 - References/bibliography and appendices [vide section 7.ii of UGC

(Promotion of Academic Integrity and Prevention of Plagiarism in Higher

Educational Institutions) Regulations, 2018]

3. As per the UGC regulations, following penalties will be imposed in case of plagiarism in assignments considering the severity of plagiarism:

1.	Level	Similarity Percentage	Penalty
2.	Level 0:	Similaritiesup to 10%	Minor Similarities, no penalty
3.	Level 1		Such students shall be asked to submit a revised script within a stipulated time period
4.	Level 2	Similarities above 40% to 60%	Such students shall be debarred from submitting the final assignment. The final submission will be allowed only if required modifications are brought in the final document.
5.	Level 3	Similarities above 60%	Such student shall not be allowed to submit the final assignment.

4 The subject teacher must duly note that while computing the percentage the following can be excluded.

• Check the generated report while computing the percentage of similarity during plagiarism check:

• "[G]eneric terms, laws, standard symbols and standards equations" [vide section 7.iii of (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018] and other expressions of common knowledge such as scientific laws, concepts and theories. Self-citations with appropriate attributions

- All quoted text with appropriate attributions
- 5. On receipt of the Plagiarism / Similarity check test report with the percentage from the Librarian, the subject teacher shall ensure that if the percentage is above the permissible limit the student needs to submit the revised version within three days.
 - Similarities above 10% to 40% Such students shall be asked to submit a revised script within a stipulated time period.
 - Similarities above 40% to 60% Such students shall be debarred from submitting the final assignment. The final submission will be allowed only if required modifications are brought in the final document.
 - Similarities above 60% -Such student shall not be allowed to submit the final assignment.
 - The permissible similarity index shall not be more than 10%. However even after verification if it is above 10% due to repetitive terms, acts and other such expressions of common knowledge, the research committee will take a decision conjointly in a review meeting with the student.

•In case, plagiarism is detected in such assignment at a later stage, procedures will follow as per section 12 of UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018.



ALLOWED TO KEEP TERMS

Those students in Bachelor of Social Work who fail in Courses up to four subjects (excluding Field Work) across both the semesters in an academic year, will be 'Allowed to Keep Terms' (ATKT) and appear for the Additional Examination(s)in the subsequent Semester. Those students who fail in courses adding up to more than four subjects across both semesters in an academic year will be declared failed in that academic year. However, a candidate who has obtained 40 percent or more of the full marks in Fieldwork may claim an exemption in Fieldwork. The internal marks of the student will be carried forward for the additional examination and student must appear for external exams of 60 marks or 30 marks based on the credits for each subject. To be eligible for the final degree, students must pass all required courses across all semesters.

A student may not have more than four outstanding papers in any given academic year. Those students in Master of Social Work who fail in Courses up to four subjects (excluding Field Work) across both the semesters in an academic year, will be 'Allowed to Keep Terms' (ATKT)and appear for the Additional Examination(s)in the subsequent Semester. Those students who fail in courses adding up to more than four subjects across both semesters in an academic year will be declared failed in that academic year. However, a candidate who has obtained 40 percent or more of the full marks in Fieldwork may claim an exemption in Fieldwork. The MSW candidate who has backlog of four subjects across all two Semesters can be admitted in Semester III. If the backlog is not cleared before the Semester III exams the candidate is not allowed to appear forSemester III but be allowed to attend classes of Semester IV. To be eligible for the final degree, students must pass all required courses across all semesters. A student may not have more than four outstanding papers in any given academic year.

FIELDWORK

Fieldwork is assessed for 100 marks each at the end of every semester of the Master of Social Work and Bachelor of Social Work academic programme. To pass a Fieldwork Practicum Course, the student should obtain 40 percent marks in each semester.

For Bachelor of Social Work, Semester I, Semester III and Semester V, and Master of Social Work, Semester I, Semester III the assessment of the student is done for 100 marks internally. Evaluation conferences are held at the end of each semester. A written review of the student's progress based on the guidelines outlined in the Fieldwork Manual is prepared by the Field

Instructor and the student and presented during the Individual Evaluation scheduled by the Field Instructor.

The evaluation process goes through three levels for Bachelor of Social Work Semester I, Semester III, and Semester V and Master of Social Work, Semester I and Semester III.

- 1. Individual Evaluation of the student with the Faculty Advisor/Field Instructor done through Evaluation Conferences. The students are marked based on the proforma given by the Fieldwork Committee.
- 2. Small-Group Meeting of Field Instructors appointed panel wise by the Field Work Committee for standardization of marks
- 3. Large Group Meeting comprising of Faculty Members for the final standardization of marks class- wise.

For Bachelor of Social Work, Semester II, Semester IV; and Semester VI and Master of Social Work Semester II and IV, the student will be assessed internally for 60 marks by the Field Instructor and 40 marks assigned to the student's performance in the Viva Voce/External Assessment by an external panel nominated by the Fieldwork Committee and Examination Committee. Fieldwork marks will not be communicated to the students during the assessment process.

Procedure for unsatisfactory performance in Fieldwork.

Unsatisfactory performance in Fieldwork includes but is not limited to failure to submit recordings on the stipulated date; absenteeism in Fieldwork without intimating concerned authorities;

frequent delay in completion of tasks; violation of the clauses of Ethical conduct in Fieldwork as specified in the Code of Conduct of the College with reference to Field work and those specified in the Fieldwork Manual.

Procedure for Unsatisfactory Performance in Fieldwork

1. During the regular conferences, the unsatisfactory performance of the student is discussed, and

the student's problems/limitations are pointed out.

2. If the student's performance continues to remain unsatisfactory even after the warning letter is given and the student is declared fail, the student must be informed in writing about the decision of the Fieldwork Instructor. The student who decides to appeal against the decision must do so in writing and submit the same to the Field Instructor. If the Fieldwork Instructor retains the decision to fail the student the matter is reported to the Fieldwork Committee for further course of actionA committee nominated by the Principal is appointed to review the performance of the student based on the student's recordings, overall conduct in the field, attendance, participation. The Committee so appointed presents their review of the student's performance and based on these reports, a final decision will be made concerning the passing/failing of students. Th4e9student will not be allowed to appear for the Viva Voce/External Assessment (scheduled for Bachelor of SocialWork Semester II, IV, and VI and Master of Social Semester II, IV) if the student has been

declared fail. The student may seek a special hearing with the Principal of the College along with the Controller of Examinations for review of the Committee decision within two days of receiving the verdict of the Committee. The decision of the Principal and the Controller of Examination will be final in the matter.

A student failing in Field Work is expected will have to repeat the entire Fieldwork which includes180 hours per Semester. The Fieldwork hours completed by the student in the Semester the student has declared failed in Fieldwork will not be carried forward. Failure in Fieldwork will not entitle a student to keep terms for the higher class.

Students will also be assessed for a total of 10 marks for their conduct in camps based on the Evaluation Criteria specified by the Camp Policy. A student who remains absent for camps without prior notice and sanction of the Principal will have to forgo the entire camp marks

and the camp fees. The Principal will have the sole authority to condone the student's absence from the camp.

Passing Norms for Fieldwork

Amendment: Governing Board Meeting 16 May 2023.

Students who do not quality in Fieldwork in their respective Semester will have to forgo their hours of Fieldwork in that Semester. The student will be permitted to complete the entire Fieldwork hours for that Semester during the subsequent vacations (With permission of concerned authorities) in a placement organization centrally decided by the Fieldwork Committee. The fees for the will have to be borne by the student. Only if the student completes 180 hours and the performance is found satisfactory will the student be permitted to Keep Terms for the subsequent Semester.

STUDENTS' RESEARCH AND TERM PAPER ASSESSMENT PATTERN

At MSW II level, students are expected to take up either research or term paper (secondary literature review- mainly content analysis) projects to help them learn skills related to research, review of literature, data collection, data analysis, and follow appropriate referencing. It is through these projects that students are also enabled to learn the style of academic writing and developing a project report too.

Research and term paper projects are helpful to students in several ways:

- Develops critical thinking and problem-solving skills. The process of conducting research teaches students how to gather, analyze, and synthesize information, enabling them to think more critically about topics and formulate their own conclusions.
- Equip students with an ability to undertake research in scientific manner
- Expands knowledge and understanding. By exploring a subject in-depth through research, students gain a deeper and more nuanced comprehension of the material. This can lead to better academic performance and more informed decision-making.
- Fosters independent learning. Conducting research requires students to take an active role in their own education, moving beyond passive absorption of information. This promotes lifelong learning skills.
- Enhances writing and communication abilities. Effectively presenting research findings in written and oral formats helps students develop strong communication competencies, which are valuable in academic and professional settings.

Overall, the research process equips students with a versatile set of critical thinking, information literacy, and communication abilities that have lasting benefits both in and beyond the classroom. In order to facilitate the processes related to both these projects, a research and term paper committee is formed at the college level. It is mainly from the second semester MSW I year that the work of the committee starts by organizing orientation and input sessions for the students to help them make an informed choice about the project to be taken up at the next year level. The facilitation happens both at the individual and group levels.

Research and Term Paper Committee is constituted to oversee the research and term paper projects of MSW students. The committee facilitates the entire process of allocating students to research and term paper guides and also for organizing input sessions and workshops for building up on their projects. The committee also prepares an annual research and term paper calendar encompassing details about workshop schedules and also about submission of various drafts. The committee also facilitates assessment of research and term paper projects by providing assessment grids and also by coordinating with external examiners.

Assessment Grids

A. Research Projects (200 marks)

I. Internal Assessment by Research guides (80 marks)

- Comprehensiveness and Relevance of Review of Literature (15 marks)
- Ability to Plan, Formulate and Implement Research Methodology (20 marks)
- Ability to present data, interpret results, analyze and discuss the findings & appropriateness of research poster (25 marks)
- Content, Relevance, Language, and Sequencing (10 marks)
- Regularity & Punctuality in submission, initiative throughout the process and compliance with the guide's suggestions (10 marks)

II. External Assessment of Research Projects (Viva-voce): 120 marks

Student's expertise with regard to research project thesis (100 marks)

- ✓ Clarity/soundness/accuracy with regard to the selection of the topic.
- ✓ Clarity/soundness/accuracy with regard to the review of literature.
- ✓ Clarity/soundness/accuracy with regard to the research methodology.
- ✓ Clarity/soundness/accuracy with regard to Analysis and table interpretation
- ✓ Clarity/soundness/accuracy with regard to drawing conclusions and discussion chapter
- ✓ References and formatting

Overall presentation and defense at Viva voce (20 marks)

B. Term Paper Projects (100 marks) –

I. Internal Assessment by Term Paper guides (40 marks)

- Finding Relevant Content (05 marks)
- Comprehensiveness of Review of literature (10 marks)
- Content, Relevance, Language, and Sequencing & appropriateness of TP Poster (15 marks)
- Regularity & Punctuality in submission, initiative throughout the process and compliance with the guide's suggestions (10 marks)

II. External Assessment of Term Paper Projects (Viva-voce): 60 marks

Student's expertise with regard to term paper project thesis (40 marks) including-

- Clarity/soundness/accuracy with regard to the selection of the topic and its relevance to social work profession.
- Clarity/soundness/accuracy with regard to the review of literature.
- Logical organisation of the paper
- References and formatting

Performance at viva-voce (20 marks) including-

• Overall presentation and defense at Viva voce



DISABILITY

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PROVISIONS FOR STUDENTS WITH DISABILITY

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 hr for a 3 hr paper]. (Amendment IQAC meeting 11th October 2023)

Candidates seeking the above provisions will have to apply in a prescribed format in advance to 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 per 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 will include all questions from the theory covered in the research course.



UNFAIR MEANS POLICY

The Unfair Means Policy of the College is based on the various sections of the Maharashtra Prevention of Malpractices at University/Board and Other Specified Examination Act, 1982 and Ordinance No 5050 of the University of Mumbai.

Reference:

- 1. https://archive.mu.ac.in/O.5050.pdf,
- https://lj.maharashtra.gov.in/Site/Upload/Acts/MAHARASHTRA%20ACT%20N
 0.% 20XXXI%200F%201982..pdf

Unfair Means and Misconduct during examinations. The following actions of the candidate during examination shall be termed as unfair means/misconduct by the candidate:

- During examination time having in possession or access to a. Any paper, book, note, or any other unauthorized material which has relevance to the syllabus of the examination paper concerned. b. Mobile Phones or any electronic gadget other than a calculator, even in switch-off mode, can potentially be used for communication or copying. c. Anything written on any other instrument or any kind of furniture or any other substance which may have relevance to the syllabus of the examination paper concerned. d. Anything written or signs made on the body of the candidate or clothes/garments, handkerchief, etc which may have relevance to the syllabus of the examination paper concerned. e. Anything written on the question paper which may have relevance to the syllabus of the examination paper which may have relevance to the syllabus of the examination paper which may have relevance to the syllabus of the examination paper which may have relevance to the syllabus of the examination paper concerned.
- Giving or receiving assistance in answering the question papers to or from any other candidate/person in the examination hall or outside during the examination hours.
- 3. Impersonating any candidate or getting impersonated by any person for taking the examination.
- 4. Transcribing any unauthorised material or any other use thereof.
- 5. Intimidating or using obscene language or threatening or use of violence against the Invigilator or person ' on duty for the conduct of the examination or manhandling the Invigilator or leaving the examination hall without permission of the supervisor or causing disturbances in any manner in the examination proceedings.
- 6. Unauthorizedly communicating with other candidate's s or anyone else inside or outside the examination hall.
- 7. Mutual/Mass copying
- 8. Smuggling-out, either blank or written, or smuggling-in of answer books as copying material.
- Smuggling-in blank or written answer book and forging the signature of the Jr. Supervisor thereon

- 10. Interfering with or counterfeiting of College/ Institution seal, or answer books or office stationery used in the examinations
- 11. Insertion of currency notes in the answer books or attempting to bribe any of the persons connected with the conduct of examinations.
- 12. Impersonation at the University/College/Institution examination/s
- Revealing identity in any form in the answer written or in any other part of the answer- book by the student at the University or College or Institution examination.
- 14. Or any other similar acts/and/or omission/s which may be considered as unfair means by the competent authority.

Procedure to deal with cases of Unfair Means.

- Confiscate the answer book of the student, mark it as a "suspected unfair means case" and issue the student a fresh answer book duly marked if the student intends to continue the exam. Otherwise, the student may be allowed to leave the exam hall after half of the time allowed for exam is over.
- 2. A statement to the effect be recorded from the student who possessed the material and was taking help from the same. In case the student refuses to record such a statement, then the invigilator may record in writing that the student had refused to record such a statement.
- 3. At the end of the examination, the invigilator will forward all the materials and list of material, the undertaking with the statement of the student and that of the Jr. Supervisor, and the answer books to the Senior Supervisor to be forwarded to the Chief Conductor of examinations.
- 4. However, if the material used for Unfair Means is like the desk or some part (s) of the human body or is some oral conversation between peer examinees and can't be attached with the answer book of the student then the invigilator may call the concerned authorities to to make them witness the case.
- 5. The use of unfair means case shall be discussed by the Unfair Means Committee whereby the candidate shall be given a chance to defend the case before the committee. The case shall be presented by the concerned invigilator before the Unfair Means committee. The

UMC committee constituted shall consist of the following: i. The Committee shall consist of five teachers (other than the Principal /Head) to be nominated by the Principal/ Head of the Institution, one of whom shall be designated as Chairon.

The members appointed on the College/Institution Examination Committee shall not be appointed as members of the Unfair Means Inquiry Committee.

- 6. The notice relating to the date & time of hearing of the case shall be sent to the candidate. If the service of the notice is not affected due to the fault of the candidate, the committee shall proceed ex-parte. In case delay is caused in the service of the notice for no fault on the part of the candidate, a new date of hearing shall be fixed by the committee.
- 7. The Unfair Means Inquiry Committee will function as a recommendatory body and submit its recommendations in the form of a report to the concerned competent authority, which will issue final orders concerning the penal action to be taken against the student/s after considering the reported facts and findings of the case by the Committee.
- 8. Norms of Punishment
 - i. If the candidate is found to have in possession of any material relevant to the syllabus of the examination paper concerned but has not copied from or used it the punishment will be the cancellation of the examination of that particular paper and the candidate will be awarded an F grade in that paper with all the consequences to follow. However, if the material found in possession of the candidate is insignificant the punishment maybe relaxed to the extent that the candidate will be given the chance to reappear in the examination.
 - ii. If a candidate is found to have copied from or used the material caught, the punishment will be the cancellation of the present semester examination and the candidate shall be awarded an F grade in all the papers of that semester with all the consequences to follow.
 - iii. If the candidate is found talking to another candidate or any unauthorized person inside or outside the examination hall during the examination hours without the permission of the invigilator the examination in that paper may be cancelled and an F grade will be awarded in that paper with all the consequences to follow.
 - iv. If the candidate is found reading or possesses some incriminating material relevant to the syllabus of the paper in the verandah, urinal, etc the examination in that paper or whole semester examination depending on the gravity of the offense shall be cancelled.
 - v. If the candidate is found giving or receiving assistance in answering the

question papers to or from any other candidate/person in the examination hall or outside during the examination hours, the examination in that paper will be cancelled and FGrade will be awarded in that paper with all the consequences to follow.

vi. If the behaviour of the candidate on being caught is unsatisfactory or the candidate uses

resistance/violence against the Invigilator or any person on examination duty or consistently refuses to obey the instructions, the above punishments may be enhanced according to the gravity of the offence as deemed fit by the Unfair Means Committee.

Remedial Measures

Counselling services to be provided to the students for exploring circumstances of the offense and prevent repeat indulgence of unfair means.

Appeal against Punishment awarded by UMC

A candidate aggrieved by the punishment awarded to him/her may prefer an appeal to the Head of the Institution within a month from the date of the order.



ATTENDANCE POLICY

The College expects 100 % attendance in all Courses at all lectures/Field Work Practicum per chosen course. A minimum of 75 percent attendance is made mandatory (Ref: Ordinance 119 vide University's Circular No. UG/502 of 1999).

- A student with less than 75 percent attendance in a course will not be allowed to appear for Semester End Examination in that course.
- A condonation up to 50 % of lectures or below per Course could be made at the discretion of the *Principal*, in the following cases:
- 1. Serious illness authenticated by a Doctor's Certificate and Medical records and submitted within two days of resuming College.
- 2. Family emergencies, with validating documents (acceptable to the Principal) and submitted within two days of resuming College
- 3. For the student who is deputed to represent the College, the total attendance will be reduced by the number of days spent representing the College. However, such students will have to complete 75 % of the lessened total.
- Unless unavoidable, students are not allowed to miss lectures, Continuous Internal Assessment, or End Semester Examinations without the prior permission of the Principal. Absence without prior permission will make students liable to disciplinary action, including denial of Terms.
- Absence from any Test/Examination must have documentary justification which much be presented, to the concerned Principal/ Subject teacher and Exam Committee within two days of resuming College.
- In case of illness, a Medical Certificate and Medical Records must be produced. In case of bereavement, the Death Certificate will have to be submitted. No documents will be accepted after the two days. The documents submitted for condonation of leave must be accompanied by a covering letter from the Parent or Guardian of the student. Attendance Marks (AG) for each course will be displayed in the Semester Mark sheets. For Condo nation purpose it is a prerequisite to submit a leave application in the prescribed format within two days of resuming college. The decisions pertaining to condo nation are at the discretion of the Principal and the examination committee





EXAM ANALYTICS FOR THE ACADEMIC YEAR 2024-2025



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College of Social Work (Autonomous), Nirmala Niketan Mumbai Invigilators Guide


Invigilators are responsible for ensuring that the regulations, which govern the conduct of examinations, are enforced. A Senior Invigilator takes overall responsibility for the conduct of the examination and the invigilation process for each examination session.

1. General Guidelines

- i. Invigilators are expected to patrol the exam rooms; this is particularly important within the larger venues.
- ii. The invigilators must have access to the following
- Exam Attendance Forms
- Unfair Means Forms
- Black Pen
- Spare script books
- Seating plans (if applicable)
- iii. The Invigilator should confirm that the following notices should be displayed outside the examination room by the servitor:
 - Examination Regulations
 - Silence Examination in progress
 - The College cannot accept responsibility for items left unattended.
- iv. All examinations should start and finish on time. If for any reason the examination is late in starting then the same amount of time must be added to the finishing time. For example, if the start is 5 minutes late, then 5 minutes must be added to the end and the students must be informed of this at the start of the examination. On the certificate of Invigilation, the new start and end time should be mentioned.
- v. Invigilators must give proper attention to the conduct of the students within the room. The carrying out of any other activities by the Invigilators e.g. reading or conversation (other than that which is required to operate the examination) is not permitted during the examination.
- vi. Invigilators are not allowed to answer students' inquiries relating to the interpretation of the actual content of the question paper, this includes the definition of any words or phrases. Care must be taken that any action by an Invigilator during an examination cannot be construed as being preferential or unfair.

- vii. Students are allowed to leave the hall during an examination only under the following circumstances:
 - (a) After 30 minutes have elapsed from the start of the examination. The Invigilator who is posted at the exit from the hall should ensure that students who leave early do not remove their script books from the hall. Students who leave early must hand all papers to an Invigilator before being allowed to depart. Only after the Invigilator has checked that all papers are correct, is the student allowed to leave.
 - (b) When a student requests and is granted permission to leave the examination room temporarily, the student should be escorted as far as is reasonable throughout their absence. In the case of students wishing to visit the toilet, they must be accompanied as far as the toilet location.
- viii. An examination room MUST never be left unattended to escort a student, an Invigilator should be present throughout the exam.

2. At the beginning of the examination

- i. At the beginning of the examination, a check, so far as practicable, should be made that each student is displaying the Hall Ticket and the College Identity Card. The students will not be allowed to sit for the examination in such cases until their identity is verified by the competent authority.
- ii. Arrival at the venue 30 to 45 minutes before the published start time;
- iii. Ensuring examination commences at the published start time;
- iv. Ensure the procedures for "latecomers" are applied;
- v. The Invigilators shall enter the examination hall at least 15 minutes before the start of the examination. The Invigilator shall;
 - 1. Ask the students to keep their books, notebooks, mobile phones, and their written materials outside the hall. Enter correct seat numbers; use only blue/black ink refill pen for writing.
 - 2. Check whether the students have occupied their seats as per the seating arrangement.
 - 3. Distribute answer books to the students at least 10 minutes before the start of the examination and ask them to fill in correct details on the front page of the answer books,
 - 4. Distribute the question papers to the students at the beginning of the examination.
 - 5. Verify the ID card and Hall ticket of the students in the Examination hall.
 - 6. To duly sign on the Hall tickets in the Specified Column for Junior Supervisors
 - 7. Take the signature of students on the attendance proforma, mark "AB" for absent students, and maintain the attendance record of the examination hall.
 - 8. The Invigilators are required to sign with the date in the main answer books and hall ticket in the space provided.

 No Invigilator shall leave the Examination hall unless a reserve occupies the Invigilator's place as per the instructions of the Competent Authority. A reserve will be sent only in case of an emergency.

3. During the Examinations

- i. Invigilators must check that the student's examination number on the Hall Ticket corresponds to the number written on the answer book and the Attendance Form and that the photograph on the Hall Ticket is that of the student.
- ii. Students should only receive additional paper or supplements; no additional script books are allowed.
- iii. During the exam, Invigilators must not leave the examination room for any purpose, other than to escort a student or in an emergency. Under no circumstance should an examination room be left unattended; an Invigilator should be present throughout the exam.

iv. If any corrections are made to the examination question paper by the department, Invigilators must contact the Sr Invigilator and Chief Conductor.

- v. If an Invigilator suspects that a student is guilty of cheating or has in their possession any reference material other than that authorized, they should, if possible, obtain confirmation from another Invigilator. The Invigilator should take possession of the offending material and a written account of the circumstances should be submitted immediately after the examination on the prescribed proforma. If possible, a photograph of the confiscated material should be taken. A full report by all Invigilators must be submitted to the Sr Invigilator who will forward the same to the Chief Conductor.
- vi. Invigilators should announce when 10 minutes are remaining and remind students that they may not now leave the exam until the end, except in the case of an emergency.
- 4. The end of the examination should be announced to the students along with an instruction to stop writing. An announcement should be made to students that they must not take their script books away with them and that students who inadvertently or otherwise remove their scripts from the examination hall after the examination and submit them at a later time will normally be treated as not having submitted a script. Students should remain seated until all exam counts have been completed.
- 5. At the end of the examination, the Invigilators should collect their allocated examination(s) script books and any additional material. Only when the count is correct for all examinations within the venue, students can then be allowed to leave.
- 6. If any other examinations are still in progress in adjacent halls, students should be asked to leave the building quickly and quietly.
- 7. Any student's property left behind should be handed to the support staff assigned for the respective block

Dealing with Emergencies

- 8. In the case of a student not feeling well, continue the examination, she/he should be persuaded to call the Senior Invigilator for a further course of action. In more serious cases, a relative or friend should be contacted to take the student home. A First Aid Kit and food provisions for students must be made available for the students.
- 9. In case of any other emergencies the Institution head and the Senior Invigilator will take the necessary steps

Conclusion of the Examination:

- i. Ensure examination is concluded at the published end time;
- ii. Announce the end of the exam and ensure that students do not remove their scripts from the examination hall;
- iii. Count the number of script books completed and confirm this with the number of students sitting;
- iv. Complete all the necessary documentation for the exam.

Code of Behaviour in the Examination Hall

Invigilators have to ensure they refrain from the following behaviour:

- Sitting on the Invigilator's desk.
- Reading newspapers/books, using a kindle or tablet, using mobile telephones, and talking to other Invigilators when the exam is underway
- Leaving examination venue
- Wishing students for their examinations inside the Examination Hall and exchanging pleasantries
- Talking to other Invigilators and Supervisors
- Making announcements not related to the conduct of examinations
- Expressing a disagreement with other Invigilators, teachers present in the Examination Hall.
- Prompting answers

Reference:

- 1. Mumbai University Guidelines
- 2. Handbook of Invigilation. University of Edinburgh. 2015
- 3. Instructions to Invigilators. Maulana Azad National Urdu University
- Handbook of Examination Policies. K. J. Somaiya Institute of Engineering and Information Technology Sion, Mumbai - 400 022



ANNEXURE A

UNFAIR MEANS FORM

Report of the Jr. Supervisor/Sr. Supervisor/Chief Conductor

Date To, Block No. Examination Subject

The Controller of Examinations, College of Social Work Nirmala Niketan 38, New Marine Lines Mumbai 400020 Sir,

I, the undersigned Jr. Supervisor appointed on the above-mentioned Block at the examination held at ______ College (centre), am hereby making report against Candidate No.______ Shri /Kum. ______ at the examinations as follows:

Yours faithfully, (Jr. Supervisor

Date: Time:

Based on the report made by the Jr. Supervisor, I am of the opinion that there is a *prima facie* case of Unfair Means resorted to by the aforesaid Candidate No.______and, therefore, the case is forwarded to the concerned authorities for investigation.

Signature of Sr. Supervisor

Name : Date : Seal of the CollegE/Institute	
Place:	_
Date:	_
Encl:	_

Signature of Chief Conductor

(Kindly enclose a copy of the relevant question paper



ANNEXURE B

STATEMENT OF CANDIDATE WHO IS ALLEGED TO HAVE USEDUNFAIR

-MEANS AT THE EXAMINATIONS

Name in Full:	
Address:	
Examination:	
Paper No and Subject:	
Seat No:	
То	
The Controller of Examinations	
College of Social Work	
Nirmala Niketan	
38, New Marine Lines	
Mumbai 400020	
Sir/Madam	
I appeared at the above examination held on	at the
	College
(Centre) in the morning/evening session.	
I give below my statement as follows:	
Place:	

Date:

Time

Name and Signature of Candidate



ANNEXURE C FORM OF UNDERTAKING

Full Name of the Candidate:

Permanent/Local Address:

The Controller of Examinations,College of Social Work Nirmala Niketan 38, New Marine Lines Mumbai 400020

Sir/Madam

I, the undersigned, student of _____

			College/Institut	ion
appearing for			Examination	at
	-			

the College(Centre) do hereby state, on solemn affirmation as under :-

I understand that I am involved in respect of alleged use of Unfair Means in the Examination Hall and therefore, a case against me is being reported to the University.

That despite the registration of a case of Unfair Means against me I request the University authorities to allow me to appear in the present paper and the papers to be set subsequently and/or at the University Examination to be held hereafter. -

In case my request is granted, I do hereby agree that my appearance in the [examination will be provisional and subject to the decision of the University authorities in the matter of disposal of the case of alleged use of Unfair Means referred to above.

I also hereby agree that in the event of myself being found guilty at the time of investigation of thesaid case. my performance at the examination to which I have been permitted to apply provisionally, consequent' upon my special request, is liableto be treated as null and void.

I witness whereof I set my hand to this undertaking.

Signature of the Candidate

Before me



COLLEGE OF SOCIAL WORK (AUTONOMOUS), NIRMALA NIKETAN

FLYING SQUAD REPORT

MODIFIED BY THE EXAM COMMITTEE 2023

ANNEXURE D

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Name and Code of the Examination Centre visited:

Semester End Examination:

Date of the Visit ------time of Visittoto

Kindly denote Yes / No in the specified column

S No	Descriptions	Yes / No
1.	Whether seating arrangements provide adequate spacing	
2.	Were the number of allotted Jr. Supervisors present?	
3.	Whether the supervision was effective?	
4.	Jr. Supervisors have duly signed on the answer sheets and Supplements	
5.	Jr. Supervisors were alert and Vigilant in the examination hall	
6.	Whether Roll Numbers on Answer sheets were duly verified by the Invigilators?	
7.	Whether identity of the candidates are verified by Invigilator	
8.	Whether any case(s) of use of Unfair Means by candidates detected during the course of the visit	
9,	Boards with Seat numbers, time table and important notices related to examinations are displayed.	
10.	Examination Timings were strictly followed	
11.	Seat Nos were properly displayed on the Table	
12.	Special Provisions for Persons with disability was followed	

Your comments on the overall assessment of Examination Centre's functioning:

Name:
Designation:
College Details:
Telephone No

(Signature.....

Instructions for Examiners and Moderators Moderation Policy



College of Social Work (Autonomous), Nirmala Niketan Instructions for Examiners and Moderators

- Assessment will commence immediately soon after the subject examination. The dates assigned for Paper correction and Moderation is circulated for your kind reference and strict adherence.
- 2. The working hours of Central Assessment centre shall be **8 a.m. to 8.00 p.m.** considering the quantum of work and stipulated period (10 days). Working hours may be extended or may be decided as per requirement.
- 3. All Examiners and Moderators are expected to carry their appointment letters to the Central Assessment Center.
- 4. Examiners need to assess the paper in the red refilled pens provided and Moderators must use the green refilled pens.
- 5. The Examiner and Moderator must enter their daily attendance in the Register with the necessary details.
- 6. After completing the Assessment, the Examiner needs to inform the CAP Coordinator of the Central Assessment Center and inform the Moderator accordingly.
- 7. If for any reason the Examiner/Moderator has to leave the Assessment Center, the same has to be notified to the Chief Coordinator Central Assessment Center present and the answer sheets need to be handed over to the Coordinator. If the Coordinator of the Central Assessment Center is not present the answer sheets must be placed in the Subject Envelope and placed in the allotted slot of the Examination Cupboard.
- 8. Entry of marks in the Mark sheet should be done ONLY after all answer sheets are assessed/moderated.
- Marks should be entered carefully and duly signed by the Examiner/Moderator. The mark sheet should be placed in the designated envelope by the Moderator and handed over to the Coordinator, Central Assessment Center.
- 10. Examiners assigned for Marathi papers must enter the marks in the main sheet along with the marks assigned for answer scripts in English. Do not enter the marks separately.
- 11. **Kindly note it is a prerequisite that** Complete **SILENCE** is maintained in the Central Assessment Center.
- 12. Consumption of any food and talking on the Mobile Phone is **STRICTLY** prohibited in the Central Assessment Center.

13. The Passing Norms are presented below:

Details on Credits	End Semester Examination Marks	Passing Marks 40 %	First Class
Two Credit Courses (Under Autonomy)	30 MARKS	12	18
Four Credit Courses (Under Autonomy)	60 MARKS	24	36
Two Credit Paper MSW I under NEP	25 Marks	10	15
Four Credit Paper MSW I NEP	50 Marks	20	30

14. Norms for Moderation are presented below:

Maximum Marks	Passing Marks	Failing Students	Moderationof DistinctionStudents 75 % and Above	Marks Between Passing and First Class
		100 Percent Moderation	100 % Moderation	5% Moderation On Random Basis
60 Marks Paper	24	23 and Below 23	45 and above	24 to 44
30 Marks Paper	12	I1 and Below 11	22 and above	12 to 21
50 Marks Paper	20	19 and Below 19	37 and above	20 to 36
25 Marks Paper	10	9 and below 9	18 and above	10 to 17

Instructions Related To Assessment of Answer Booklets

I) After receiving the order for assessment of answer books, the Examiner/Moderator shall not disclose the order as it is confidential.

II) The Examiner/Moderator shall collect a sealed bundle of answer books from the CAP coordinator, count all the answer books in the bundle. If any difference in the number of answer books get it clarified from CAP Coordinator immediately. Collect question paper and solution/scheme of marking of the course from the CAP Coordinator and Examination Committee Members. Examiners need to assess the paper in the red refilled pens provided and Moderators must use the green refilled pens.

- No answer should be marked in fractions, except for short notes. In short notes, the answers to sub-questions could be marked in fractions but the total should be rounded up. Only the total should be circled
- Write marks as, 01, 02, 03, etc i.e. in double-digit and not as 0. 1. 2. 3. 4 etc. in the space provided on the front page of the answer book. Write 00 marks in that question to which answer(s) written by the examinee is completely wrong. Write - (double dash) in that question which is not attempted (completely ignored) by the examinee.
- If the student has written an additional answer other than instructed, it should be assessed. The Examiner/Moderator can calculate the higher marks for the total marks to be awarded. The marks should be written carefully on the front page of the answer book and the total marks added correctly. For Extra answers the marks must be written in the Front sheet and the highest mark should be circled and totaled.

Q no	Examiner	Moderator	Revaluation
1	12	11	
2	08	07	
3*	09	09	
4			
5			
6			
7			
8			
Total	21	20	
Signature			

Illustrated version

*Extra Answers must be included in the cover page and the highest mark must be circled and totaled

- Blank pages should be struck and signed by the evaluator of the answer book.
- Examiner/Moderator shall not put any comment
- Examiner /Moderator can assign marks for each answer in the answer sheet and also on the cover page. Short notes must be assigned marks separately and the total marks for the two short notes must be totaled and circled

- The examiner shall assign the marks for answers in specified spaces provided on the cover page.
- The Examiner/Moderator shall put a signature with their name in the space provided on the cover page of the answer book.
- The Evaluator if required by the examiners/ moderators shall also hand over the marking scheme and synoptic model answers to CAP officials which shall be collected and submitted back to the office at the end of the assessment activity.

The Examiner must report immediately to the CAP Coordinator for further action if any complaints regarding the answer books. These include:

- Answer book found with a written request stating cancellation of the previously written answer,
 - Found with multiple writings, / with multiple uses of inks.
 - Found attached with any currency note to the answer book and or found requesting assessor to assess answer book favorably,
 - Evidence of mass copying,
 - Found disclosing the identity of the examinee in any form with an intent to get the clear-cut illegal benefit,
 - Found writing abusive and threatening language
 - o Question paper with missing data, misprint of any nature, and all other such cases

The Coordinator, Central Assessment Center can be coordinated for any clarifications.

Remuneration for Examiners and Moderators

- The Travel Allowance (External Examiners and Moderators) and Remuneration form should be filled once the assessment/moderation of papers are completed and handed over to the Coordinator at the Central Assessment Center. A minimum of 30 papers should be assessed per day to claim the Travel Allowance. Kindly attach a photocopy of the appointment letter with the remuneration form filled[Examiners who are invited from other colleges]
- 2. The remuneration form should be filled separately by Examiner and Moderator.

	60/ 50 Marks	30/25 marks
Paper Setter	400	200
Assessment	12	8
Moderation	15	10
Translation	250	125
	For Postgraduate Cou	rse
Paper Setter	400	200
Assessment	15	10
Moderation	18	12

3. The remuneration details for Assessment/Moderation are mentioned below:

Accordingly, T.A. and Local Conveyance shall be paid to only such teachers, those who are working in other colleges/organizations but have reported at the College of Social Work, Nirmala Niketan for Assessment/Moderation, which means the teachers working in College will not be given T. A and Local conveyance