

ATHAVALE COLLEGE OF SOCIAL WORK CHIMUR
DISTT-CHANDRAPUR, PIN – 442903
MAHARASHTRA

REACCREDITATION REPORT (RAR) 3rd NAAC



Hon'ble Dr. C. P. Rotele

Founder Chairman

Dr. S. N. Wadaskar

Principal

Dr. S. D. Khaparde

Coordinator

Athavale College of Social Work, Chimur – 442903

Distt-Chandrapur (M.S.) Mob. Ph. No. 07170-265744, 230712



ATHAVALE COLLEGE OF SOCIAL WORK, CHIMUR

Dist. Chandrapur- 442903 (M.S.) Phone (07170) 230712

Recognised by Govt. Of Maharashtra & Affiliated to R.T.M. Nagpur University, Nagpur Approved
by U.G.C. Section 2F, New Delhi

Email-acsworkchimur@gmail.com

Web.-www.athavalesocialworkchimur.com

NAAC- RE-ACCREDITATION "B" GRADE

PREFACE

INTRODUCING INFORMATION ABOUT INSTITUTION.

Athavale College of Social Work was established in 1992 at Chimur, which is famous for the crucial role in Indian freedom and the work land of Rashtrasant Tukadoji Maharaj, Nagpur University Nagpur by the Gram Yuwak Mandal Peth Bansuli.

The key words of institution is Bahujan Hitay, Bahujan Sukhay and objectives of the institute relation to the logo as below. :-

1. To do arrangement of graduate and post graduate education to the rural and tribal students.
2. To do development of social, economic backward students through education in their vicinity.
3. Social works curriculum helps to develop rural area.
4. Above institution also helps to the student who takes education from same institution for their employment in their vicinity

To fulfil above objective Mr. Shri Chandansingh Rotele head of the Gram Yuwak Mandal established this institution under his guidance.

After establishment of college management and institute took too much hard work to for achieve objective, finally session 2003-04 NAAC accreditation B Grade and 2010-11 Reaccreditation 'B' Grade CGPA is 2.37 to get this memento management, and staff played a crucial role.

To check the institution fulfils its objectives or not. Such as educational improvement, educational facilities and implementation of government norm all those things helps to determine grade of college.

The main of NAAC of all those things that institute should improve their Andrade of education. Institute also publicizes prospectus on institute in various national and state level new spare internet etc. which held to get information as to student, teacher, staff.

Institution is also connected with national and state institute and organizes workshop, seminar, get-together programme. Through since programme issues like changing scenario of education current nation and information affairs are discussed and initiate to reach various govt. schemes to the natural peoples.

In such fashion institute completed its objectives.

To check the result about objective instruction takes interest feed backs are also taken from student after campaign, about curriculum and from alumni through particles of social work.



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Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR)/RAR are true to the best of my knowledge.

This RAR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this RAR during the peer team visit.

Signature of the Head of the institution

Dr. Chandansingh Rotele

President

Place : Chimur

Date :



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NAAC- RE-ACCREDITATION "B" GRADE

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that, *Athavale College of Social Work, Chimur, Dist. Chandrapur*, fulfils all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation/recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date :

Principal/ Head of the Institution

Place :

Dr. Shubhangi N. Wadaskar

ABBREVIATIONS

AMC	Annual Maintenance Contract
APA	American Psychological Association
ARC	Action for Rights of Child
BCC	Behaviour Change Communication
BOS	Board of Studies
CBSGS	Credit Based Semester Grading System
CBWE	Central Board of Worker's Education
CBO's	Community Based Organization
C-DATS	Centre for Development of Appropriate Trade Skills
CSA	Child Sexual Abuse
CSR	Corporate Social Responsibility
DSW	Directorate of Social Welfare
FAP	Field Action Project
FCC	Family Counselling Center
FCW	Family Improvement Programme
GDPI	Group Discussion and Personal Interview
HRD	Human Resource Development
HRM	Human Resource Management
IEC	Information Education Communication
INFLIBNET	Information and Library Network Centre
ICC	Internal Complaints Committee
IQAC	Internal Quality Assurance Cell
ISWP	Integrated Social Work Practice
ACSW	Athavale College of Social Work
MASWE	Maharashtra Association of Social Work Educators
MAVIM	Mahila Artik Vikas Mahamandal
MHRD	Ministry of Human Resource Development
MPSW	Medical and Psychiatric Social Work
MSW	Master of Social Work
Muskaan	Field Action Project of the – CSA
NBA	Narmada Bachao Andolan
NGO	Non-Government Organizations
NPOs	Non Profit Organizations
NLIST	National Library and Information and Infrastructure for Scholarly Content

OMS	Out of Maharashtra Student
OPAC	Open Access System
PBAS	Performance Based Appraisal System
PET	PhD Entrance Test
PGC-CSR	Post Graduate Certificate in Corporate Social Responsibility
PGD-GMN	Post Graduate Diploma in Governance and Management of NGOs
PGD-CSR	Post Graduate Diploma in Corporate Social Responsibility
POSH	Prevention of Sexual Harassment
PMC	Pune Nunicipal Corporation
PWD	Person with Disability
QAC	Quality Advisory Committee
RAR	Re-accreditation Report
R&R	Re-habilitation & Resettlement
R& C Cell	Research and Consultancy Cell
RTE	Right to Education
SBC	Socially Backward Classes
SPPU	Savitribai Phule Pune University
SPSS	Statistical Package for Social Sciences
STC	Short Term Courses
TechM	Tech Mahindra Co. Pvt. Ltd.
URCD	Urban and Rural Community Development

Executive Summary inclusive of SWOC analysis of Institution

STRENGTHS :

Campus –

- a. Located in the heart of Rural & Natural Place.
- b. Well maintained with external facilities and infrastructure.
- c. Environment- friendly measures undertaken
 - high quality academic programmes at both graduate levels
 - A holistic educational experience
 - Broad-based curriculum with emphasis both on skills development and knowledge building
 - Strong commitment to community, service, social justice, empowerment of women
 - Highly qualified faculty, committed to student welfare
 - Support programmes for slow learners
 - A large number of scholarships disbursed to students from marginalized and economically
 - The college start certificate course in Human Right
 - Train well trained student & Teacher in use of ICT
 - The college encourage to faculty obtained to Ph.D. many staff registered for Ph. D.
 - Admission process is widely publicized through print and electronic media.
 - Students of weaker sections are admitted as per reservation policy.
 - Follows academic calendar in planning teaching and evaluation schedule.
 - MOU with educational, community, Industrial and health organizations for field work.
 - Large and additional campus area with adequate space for academic activities.
 - Well maintained and safe guest house is available.
 - A regularly updated college website.
 - Huge vehicle parking stand for staff and students.
 - Alumni association is constituted in the college.
 - Management is intensively accorded with administration and faculties.
 - Qualified and committed faculties.
 - Most of the faculties have their own laptops which they use for teaching.

WEAKNESS

- Limited number of certificate courses
- Slow progress in identifying funding agencies for research projects
- Being in rural homelands limited opportunities for professional development of partly
- No separate budgetary provision for research and development.
- Insufficient financial support from government
- Limited use of modern teaching methodology.
- Little number of faculty members are research guide (Ph.D.)
- N.S.S. Unit with only hundred (100) volunteers.

OPPORTUNITIES

- Increasing possibilities for partnerships, networking and collaborations with the setting up of the International Research centre
- Expanding opportunities for undertaking multidisciplinary and interdisciplinary research activities at national levels.
- Increased opportunities to develop and establish new programmes to meet the new and growing demands of society
- Expertise of faculty to tap the corporate sector for consultancy and funding for research projects
- High levels of interest in agencies/corporate sector to tap student potential for internships, projects and research-related activities
- Potential for leadership role in the country-through innovative curricula, consultancy, networking and knowledge exchange
- Resource mobilization from NGO and local community
- Increasing programme options (Specialization/ elective domain) for students

CHALLENGES

- Delay in government approvals for filling up vacant post vacancies.
- Focus on vocationalisation of higher education in future policy making
- Perception that all educational processes should be directed towards preparing students for jobs
- Focus on marks rather than holistic development
- Quality enhancement of academic Programmes
- To attract monotonous students for the course
- To organise collaborative activities.
- Expanding and modernising of college campus
- Introduction of new specialized courses.

LIST OF ANNEXURES

Annexure Number	Particulars	Page Numbers
------------------------	--------------------	---------------------

1	Preface	
2	Declaration by Head of the Institution	
3	Certificate of Compliance	
4	Abbreviations	
5	Executive Summary inclusive of SWOC analysis of Institution	
6	Profile of the Institution	
Criteria – I	Evaluative Report	
Criteria – II		
Criteria – III		
Criteria – IV		
Criteria – V		
Criteria – VI		
Criteria – VII		
7	Other Documents	

SECTION B: PREPARATION OF SELF-STUDY REPORT

1. Profile of the Affiliated / Constituent College

SECTION B PREPARATION OF THE SELF-STUDY REPORT

Part I : Institutional Data

A. Profile of the Affiliated/ Constituent College :-

1. Name and Address of the College.

Name :-	Athavale College of Social Work, Chimur		
Address :-	At.Po. Chimur (Shedegaon Campus) Ta. Chimur Dist. Chandrapur		
City :- Chimur	Pin : 442903	State : MAHARASHTRA	
Website :-	WWW.athavalesocialworkchimur.com		

2. For Communication :

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. S.N. Wadaskar	O :07170-230712 R :- --	9422183232	:07170-230712	Shubhangi72@gmail.com
Vice- Principal	--	O : -- R : --	--	--	--
Steering Committee Coordinator	Dr. S.D. Khaparde	O :07170-230712 R “ --	9423627924	:07170-230712	sudarshanacswchimur@gmail.com

3. Status of the Institution :-

Affiliated Collge :-

√

Constituent College :-

Any Other (Specify):-

4. Type of Institution :

a. By Gender

- i. For Men
- ii. For Women
- iii. Co- education

√

b. By Shift	i. Regular	√
	ii. Day	
	iii. Evening	

5. It is a recognized minority institution?

Yes	√
No.	

If yes specify the minority status (Religious/linguistic/any other) and provide documentary evidence

--

6. Sources of funding :

Government	--
Grant-in aid	√
Self-financing	--
Any other	--

7. a. Date of establishment of the college :- 03/09/1992 (dd/mm/yyyy)

b. University to which the college is affiliated/or which governs the college

(If it is a constituent college)

Gondwana University, Gadchiroli

c. Details of UGC recognition :-

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2(f)	01/08/1997	--
ii 12 (B)	--	--

(Enclose the Certificate of recognition u/s 2(f) and 112(B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and year (dd-mm-yyyy)	Validity	Remarks
N.A.	N.A.	N.A.	N.A.	N.A.
--	--	--	--	--
--	--	--	--	--

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated Colleges?

Yes No

If yes, has the College applied for availing the autonomous status?

Yes No

9. Is the college recognized
a. by UGC as a College with Potential for Excellence (CPE)?

Yes No

If yes, date recognition (DD/MM/YYYY)

- b. for its performance by any other governmental agency?

Yes No

If yes, Name of the agency. and

Date of recognition :- (DD/MM/YYYY)

10. Location of the campus and area in sq. Mts:

Location*	Urban
Campus area in sq. Mts.	4,27,944 Sq.Ft. 39,771.73 Sq.Mts.
Built up area in sq. Mts.	5026.04 Sqm. 54080.39 Sq. Ft.

(*Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered

under the agreement.

- Auditorium/seminar complex with infrastructural facilities
- Sports facilities
- * Play ground
- * Swimming pool
- * gymnasium
- * Hostel
- Boys hostel
- i. Number of hostels
- ii. Number of inmates
- iii. Facilities (mention available facilities) :-
Ground, Volley ball code, Badminton Code, small library kitchen T.V., Radio,
Computer, First Aid Box

- * Girls' hostel
- i. Number of hostels
- ii. Number of inmates
- iii. Facilities (mention available facilities)

TV, Radio, First Aid Box

- * Working women's hostel :- No
- i. Number of inmates
- ii. Facilities (mention available facilities)

Residential facilities for teaching and non-teaching staff
(give numbers available — cadre wise)

Cafeteria —

Health centre -

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....

Health centre staff -

Qualified doctor Full time Part-time

Qualified Nurse Full time Part-time

- Facilities like banking, post office, book shops No
- Transport facilities to cater to the needs of students and staff No
- Animal house No
- Biological waste disposal No
- Generator or other facility for management/regulation of electricity and voltage No
- Solid waste management facility Yes
- Waste water management Yes

No

- Water harvesting

12. Details of programmes offered by the college (Give data for current academic Year 2016-17)

SI. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate	B.S.W.-I, II,III	3-Year	HSSC Cert. Course	English Hindi Marath	180	157
	Post-Graduate	M.S.W.-I, II M.Phil.(SW)	2-Year 1-Year	Any Graduate	English Hindi Marath	120 20	118 20
	Integrated Programmes PG	--	--	--	--	--	--
	Ph.D.	--	--	--	--	--	--
	M.Phil.	--	--	--	--	--	--
	Ph.D	--	--	--	--	--	--
	Certificate courses	--	--	--	--	--	--
	UG Diploma	--	--	--	--	--	--
	PG Diploma	--	--	--	--	--	--
	Any Other (specify and provide details)	B.A.-I,II,III B.Com.-I, II, III	3-Year 3-Year	Pre.or Any Cert. Course	English Hindi Marath	Depend on Admission	

13. Does the college offer self-financed Programmes ?

Yes No

If yes, how many?

14. New programmes introduced in the college during the last five years if any?

Yes		No	√	Number	
-----	--	----	---	--------	--

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Social – Science	Social Work	Yes (B.S.W.)	Yes (M.S.W.)	M.Phil.
Arts	--	--	--	--
Commerce	--	--	--	--
Any Other (Specify)	Yashwantrao Couhan Maharashtra Open Uniuersity Nashik	Yes (B.A.) (B.Com.)	--	--

16. Number of Programmes offered under (Programme means a degree course like BA, BSc. MA. M.Com...)

- a. annual system
- b. semester system
- c. trimester system

17. Number of Programmes with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

18. Does the college offer UG and/ or PG programmes in Teacher Education?

02

Yes

No

If yes,

- a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)
and number of batches that completed the programme

- b. NCTE recognition details (if applicable)

Notification No.:

Date- ----- (dd/mm/yyyy)

Validity:.....

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes

No

√

19. Does the college offer UG or PG programme in Physical Education?

Yes

No

If yes,

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)

and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.:

Date :-:.....(dd/mm/yyyy)

Validity:.....

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes

No

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government	--	--	--	--	--	--	--	--	--	--
Recruited	--	--	--	--	--	--	--	--	--	--
Yet to recruit	--	--	--	--	--	--	--	--	--	--
Sanctioned by the Management/ society or other authorized bodies	--	01(Poinc pal)	02	--	12	05	17	02	--	--
Recruited	--	--	--	--	--	--	--	--	--	--
Yet to recruit	--	--	--	--	--	--	--	--	--	--

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	--	--	--	--	--	--	--
Ph.D.	--	01 (Principal)	01	--	03	--	05
M.Phil.	--	--	02	--	10	02	14
PG	--	--	--	--	--	--	--
Temporary teachers							
Ph.D.	--	--	--	--	--	--	--
M.Phil.	--	--	--	--	--	--	--
PG	--	--	--	--	01	--	01
Part-time teachers							
Ph.D.	--	--	--	--	--	--	--
M.Phil.	--	--	--	--	--	--	--
PG	--	--	--	--	--	--	--

22. Number of Visiting Faculty / Guest Faculty engaged with the College.

03

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	2013-14,		14-15,		15-16,		16-17	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	42	35	42	43	37	43	35	50
ST	42	14	37	21	35	42	36	41
OBC	29	30	48	44	42	53	52	54
General	05	03	04	03	01	00	01	01
Others	07	07	07	08	12	09	10	10

24. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	157	118	20	--	295
Students from other states of India	--	--	--	--	--
NRI students	--	--	--	--	--
Foreign students	--	--	--	--	--
Total	157	118	20	--	295

25. Dropoutrate in UG and PG (average of the last two batches)

UGPG Total D.O.Rate =5.42

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component Rs.169522.08

(b) excluding the salary component Rs.124146.25

27. Does the college offer any programme/s in distance education mode (DEP)? Yes :- √

If yes,
a) is it a registered centre for offering distance education programmes of another University

--

YesNo

No ____

b) Name of the University which has granted such registration.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes No

28. Provide Teacher-student ratio for each of the programme/course offered

29. Is the college applying for

--

--

Accreditation : Cycle1Cycle 2 Cycle 3

Cycle 4

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to reaccreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: 08/01/2004 (dd/mm/yyyy) Accreditation Outcome/Result :- "B" Grade

Cycle 2: 08/01/2011 (dd/mm/yyyy) Accreditation Outcome/Result:- CGPA- 2.37 "B" Grade

Cycle 3: (dd/mm/yyyy) Accreditation Outcome/Result.

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year. 295
32. Number of teaching days during the last academic year
(Teaching days means days on which lectures were engaged excluding the examination days)
185
33. Date of establishment of Internal Quality Assurance Cell (IQAC)
IQAC 01/07/2002 (dd/mm/yyyy)
34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.
AQAR (i) 30/03/2017 (dd/mm/yyyy)
AQAR (ii) 30/03/2017 (dd/mm/yyyy)
AQAR (iii) 30/03/2017 (dd/mm/yyyy)
AQAR (iv) 30/03/2017 (dd/mm/yyyy)
35. Any other relevant data (not covered above) the college would like to include.
(Do not include explanatory/ descriptive information)
The College is planning to celebrate “College sewer Jubilee” Programme in the session 2017-18

2. Criteria - wise Inputs

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

- 1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

The vision and mission of the college is in accordance with the objective higher education policy and addresses the contemporary need of all the stakeholders including the students and the society as its aspires for creating competes professional social workers, ready to face any challenges. The vision mission statement are as follows :-

Vision :-

To build a vibrant and inclusive learning community in culture of excellence sustained

by a sound value system that aromates resosnsible citizenship and efforts social change.

Our Mission :-

- The Athavale college of social work aspires to become a excelling abode of knowledge, that is sturday, committed futuristic and neponte centered and that addresses the intricacy of human conditions
- To tell of professional knowledge, skill and attitudes necessary for building a democratic society that is liberation cultured and empowered.
- To develop a cadre of professionals who will strive towards building a society that is inclusive, free from exploitation and who will be sensitive to the emerging challenges at the local, regional, national and global level.
- The Athavale college of social work seeks to provide the quality of social work education to prepare committed professional social worker.
- It offers opportunities for teaching-learning through theory, practicum, research, field action and extension projects in the context of prevailing social, cultural, economic and political realities of the country.
 - Being a pioneering college of social work education of this region it sets the standards for working with individuals, groups, communities and organization in order to attain equality, equity, social justice, secularism aan freedom. So that all form of discrimination and exploitation in the society can be eliminated.

1.1.2 How does the institution develop and deploy The college has its own systematic approach to develop and deploy action plans for effective implementation of the curriculum? The IQAC prepares the Academic calendar in the beginning of the college and at the end of each semester the faculty members collectively discuss and decide on course responsibilities time table teaching hours allotment of subjects and responsibilities for the subsequent semester.

The changes in the planning are adopted if required in accordance with the directions of the university board of studies or any consent body. Teachers draw up for their subjects and try to translate the major terms in Marathi and Hindi beaks in our college most of the students prefer Marathi for classroom teaching and university examination.

Teaching plan prepared by teacher with respect to their subject at the end of the semester students feedback on the curriculum alongwith feedback of academic peers its taken and helps in spiriting out the difficulty faced by student in implementing the curriculum.

The teachers who are the board of studies or various committees of the university are the catalyst of change required in the implementation of the curriculum from time to time.

Teacher, plans the count for the semester, month and the week which is submitted to the principal for review and assessment of teacher performance. This is checked by the principal along with the semester development plan to measure effective curriculum implementation.

Orientation to field work and distribution of field work manual and policy by field work co-ordinator. Agency and specific work orientation by faculty supervisor. Students develop plan of work in consultation with supervisor and implement the plan of work. Review and monitoring of work implementation by supervisors through group conferences and individual conferences. Internal viva-voce on social work practicum is conducted by the college and external viva-voce examination is conducted by the university in the college premises itself.

Manual are prepared for effective implementation of social work

practicum, minor research project and dissertation.

IQAC receives the detailed activity plans of each committee at the end of the semester and chalk out the plan for the next semester and prepare the annual quality assurance report in the end of the year in consultation with various co-ordinator committees in the college and with the LMC help in the end of the year in consultation with various co-ordinator committees in the college with the help of V diameter

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

- In the beginning of semester orientation about the course and social work practicum is given to the students class teacher from the students group and the supervisors allotted to them.
- Teachers are the focal axis points to translate the curriculum effectively and the college is mindful in providing multi pronged support to teachers for the same. The teachers chalk out their own methodologies of teaching but the college always encourages the teachers to attend various workshop, seminar, conferences, conferences on effective teaching conducted by university and various constituent institutions at various levels.
- Teachers are also sanctioned duty leave to attend several academic courses, seminars, conferences, workshops symposiums organized by university grant commission, staff academic college and institutions on various levels.
- Two teachers are the member of board of studies social work in the

university and one teacher is on the faculty, our college teachers is help to develop and design the curriculum.

- College organize workshops for the development of syllabus and to complete the leavens in the syllabus with the help of all the social work teachers working under the jurisdiction of Gondwana University Gadchiroli

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

The college is affiliated to Gondwana University Gadchiroli which provides the curriculum through the B.O.S. of each subject the teachers translate the curriculum according to the syllable provided by the university.

- Annual planning and evaluation sessions first at the committee level and later at college level.
- Organizing and conducting workshops seminars and conferences on refresher at college and different levels for a effective and a continuous guidance and supervision of the students research dissertation and projects and update the knowledge of the faculties.
- Providing latest books, journals and other academic materials to students.
- Organised workshop for the development of the syllabus and asked for the suggestion regarding the syllabus
- Suggestions regarding the syllabus.

- Organise a seminar conferences, workshops every year with the help of students on the issues and themes related to the curriculum and part of syllabus.
- College undertake ongoing exposure/field visits supplementing the curriculum.
- The college has hundred students national service scheme (NSS) unit the involvement in the communities, especially during the the student led seven days rural live-in comp. provides them with lessons for rural life style which the classroom probably is not capable of doing.
- Academic expeditions and journals to centres of excellence.
- The student are placed for field work in different field work agancies according to their elective domain
- Every student get supervisor for social work practicum supervision and research guidance.
- Most of the students organize various awareness programmes in the community and agencies with the help of agency peoples.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

- The college is always in contact with industry, social work agencies, urban, semi urban and rural communities through faculties, student various programme organized in the college time to time and research in Gondwana University this is the only college which runs M.Phil. course in social work. A god quality as research studies

are carried out with various field work partners and organizations. Our field work agencies and organizations play an important role in training students to acquire perspectives, develop various skills and personality. Students are also provided with opportunities to interact with people from the various agencies and organizations.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members/ departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.)

- Two teachers are members of the board of studies and one teacher is the member faculty and directly involve in designing the curriculum and the faculties are actively participated in designing and revision curriculum workshops every year.
- The college organizes alumni meeting, parents meeting and stakeholders meeting in every semester and receives a feedback. All these feedback is processed by appropriate committees constituted by the college. Based on such assessment the college communicates and discusses the matter if necessary.

1.1.7 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members/ departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.)

- Student evaluation and feedback collected through the curriculum are achieved in the course of implementation

- Written semester end exams for the theory course, assignment written submission .
- Assignment written submission for each theory course as a part of internal assessment.
- Continuous assessment of field work through joint and group conference and end of semester evolution.
- External assessment (University) of research dissertations.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

- Various academic committees, research committees, teacher feedback, student feedback, student committees, theory , Social work practicum, research work, assignment, viva-voce, internal exam., as per University carricull.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

English Speaking Course, Human Right Certificate Course, NET-SET and Ph. D. Guide Center, Research Center for the all category student
Give the details knowledge our college.

1.2.2 Does the institution offer programmes that facilitate twinning / dual degree? If 'yes', give details.

- No Provisions

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- " Range of Core / Elective options offered by the University and those opted by the college B.S.W. – Supportive domain- Psychology, Social Psychology for Social Worker, Psychology human growth and development general sociological structure, psychology of aging and development, economics system, personal and profession development and communication.

Core Domain.

- Introduction to professional social work.
- Social work profession working with individual.
- Social work profession historical concept and ideology.
- Social work profession working with group.
- Working with communities
- Management of welfare service
- Social work research
- Integrated social work practice
- Social research and statistics.
- An introduction to some areas of social practice.

Interdisciplinary domain-

- Sociology for social work
- This elective options can be taken in different combination by the students along with language like English and Marathi.
- Post Graduation :-

Elective Domain – I

- Social Work with rural Community development
- Human resource management
- Social work in health care system
- Social work with families and counseling
- counseling theory and Practice.
- Introduction to environmental studies.
- Supportive Domain. :-
- Sociology for social work.
- Psychology human growth and development.
- Psychology for social work.
- Core Domain :-
- Social work profession history and ideology for social change.
- Social work profession working with individuals.
- Social work research fundamentals
- Social work profession contemporary ideologies areas and ethics.
- Social work profession working with groups
- Community organization and social action.
- Social work research advanced
- Integrated social work practice, legislation planning and development.
- Management development training and communication.

Elective Domain –II

- Social Work with Tribal Community
- Organised labour welfare.
- Social work in the area of HIV/AIDS
- Working with children.
- Environmental studies and social work intervention.

- Social work with disabilities.
- Social work with urban community.

M.Phil. (Social Work) :-

- Social Research : Issues, methods and process.
- Professional competency in social work
- Perspectives on social work education.

Choice based credit system and range of subject option subject- sociology for social work.

1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

- We have M.Phil, conducted programme on no grant basis. As per prescribed fees by Gondwana University Collecting from students and the special speakers are combination of academic and expert who are paid honoraria by lecturer hours. The course is run through the guidance of co-ordinator who is a full time member of the college.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

- The B.S.W. and M.S.W. programme has a strong skill component development through skill and research laboratory development communication have skill components that are imported through the use of workshop pedagogy and create opportunity to students for

value entrancement. All this add to their regional and global employment prospectus as they advanced multiple skills and knowledge that equip students for higher levels of profession. Functioning special workshops for learning research package such as SPSS and excel equip students to take a employment as researches and also prove useful when they move to higher studies in academics.

1.2.6

Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice" If 'yes', how does the institution take advantage of such provision for the benefit of students?

- The university does not provide the flexibility for contact lecturers combined with the distance mode of education for social work. Its nature of the course for interactive learning through face to face contact and classroom lectures require a minimum 75 % attendance and 100 % attendance is expected for social work practicum.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

- The Universities curriculum to ensure that the academic programmes and college gives and objectives are integrated because the universities curriculum is supplemented a number of curricular

and extra curricular exposure to provide for multiple avenues of learning which are in keeping with college goals and objectives. The skill and research labour unique features of the institute that allow for learning through stimulators' or practical experience that students can apply to their field work and research situation. The manner in which the rural camps is organized calls for through involvement of students in multiple levels of activity including macro planning exercise, community outer reach through use of media and shramdan, students are also engaged in support of various campaigns related to landless labor agriculture labour, child rights, womens empowerment and public safety. Social security of waste speakers and so on all this bring values addition in developing students skills, prospective and commitment towards service to the under privileged which is consistent with the college oath of service and its commitment of social change.

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

- The curriculum is B.S.W., M.S.W., & M.Phil. in Social Work designed that there are several opportunities for self stimulated learning and development of leadership ability. The entire exposure to the courses that of giving safe to the professional personality with a combination of knowledge skills and positive values exposure to contemporary issues builds the analytical and problem solving skills several opportunities are given for engagement with the work of eminent person through queste lecturers, seminars and conference participations and field visits. Exposure visits during advanced orientation, study tours the experience through the rural comps etc.

and planning and organizing seminars based on these prepares students to handle committee responsibility and participate in academic democratic decisions making. Students also develop their team work, planning, organization and presentation skills through seminar. Presentation based on visit and field assignments and presentation for assignment for theory subject. The graded filed work learning modules gradually built multifarious competences that equip students to face the employment market. The competencies acquired over three years, two year and one year provide an opportunity for students to showcase their abilities during their block placement. Students who are willing to do so are given opportunities to take their block placement in their status to widen their opportunities to their employment. Students, as a member of the students forum, take an active role in organizing various activities such as **servo** - culture and sport events, exhibition, blood donation drive. These provides opportunity to develop planning co-ordination and conflict resolution capacities and the spirit of team work, similarly schedule caste, scheduled tribes minorities cell organized university level and college level organized women trafficking and protection organized college levels seminar related to a contemporary theme and other smaller event to commemorate those reformers such as Jyotiba and Savitribai Fule, Dr. B.R. Ambedkar, Rashtrasant Tukdoji Maharaj and others who struggle to justice. The viva-voce examination conducted at the end of each semester along with session related to preparations of the curriculum vitae, mock interview through the job placement cell prepare them to face interview like situation when they enter the job market session regarding competitive exams are conducted annually for outgoing batches of students. All this equip the students to face the challenges

in the dynamic market.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

- These components related to gender and human rights are not only a part of a number of specialization courses but also generic courses such as social legislation, social policy, professional social work etc. They are integrated through the other components mentioned earlier, through numerous exposure within the class as well as outside – equality value within a rights and justice framework are sought to be ingrained within the working oath of the college due to faculty member commitment to these values are they consciously conveyed through the course teaching contemporary issues related to environment and climate change were part of the teaching courses in a marginal way in the old course. These lacuna was overcome through field exposure during advanced orientation visits, study tour through field assignment by screening of field as exposure and through them focused field assignment ICT exposure has been substantially enhanced through the use of computer in the library and the serving wi-fi-connection.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

1. **Theme moral and ethical values**

Programme :

Observing days of national programmes, national important remembrance days, ethics, focused through the curriculum itself.

2. **Employ able and life skill** Carrier and counseling cell specially focus in this aspect UGC through monitoring and programmes forms on professional and personal skill development, life skill mentoring student council to develop leadership qualities, in tell actual development, and life saving skill.
3. **Better career option** Networking, agencies block placement activities interaction with field expert, and alumni in several fields.
4. **Community orientation :-** This has been and integral part of social work syllabus there is aspecification of community development as a method students practice community organization.
- Through N.S.S. compulsory village camp, participation of students university and state level camp and other training programmes.Through placement in urban, rural tribal communities.
- Adopting a village and community.
dialogue with community leaders.
Community extension activity
through block placement rural camp
and tribal camp.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

Through supervisory meet college tries to inculcate, some of the practice through practicum tike PRA training shivarpheri, through parents meet college made efforts to generate awareness about the requirement of the field on always invite suggestions from parents alumni, students welfare board, give suggestions to positive change

we involve agency supervisors in the evaluation process of social work practicum.

- 1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

These are monitored and evaluated through reporting at faculty meeting, taking feedback from students and parents and discussing them through review meeting after each major programmes.

1.4 Feedback System

- 1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

Some of the college faculties are actively involved in board of studies/special task committees of Gondwana University Gadchiroli (Dr. S.D. Khaparde, S.P.Pithade) Almost all the faculty participated in the curriculum design workshop and contribute to the revise curriculum CBCS based on the feedback they gathered from the stakeholders- student, parents, students, alumni, library, NGO and Social work practicum agencies important role in giving the final shape to the curriculum design as well as policy norms along with the other members of the committee. Similarly all the member of the faculty involve actively in the curriculum design workshop and undertake the preparation of the updated syllabus of most of courses and the introduction of the new courses.

- 1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Yes.

The institution has formal mechanism to obtain feedback from students and the stakeholders on curriculum they include the following:-

STUDENTS :-

Classwise open house and exit evolution at the end of every semester. The student fillup the feedback format just before their semester and exams.

PARENTS :-

Classwise parent teacher (PTA) meeting device in a year.

ALUMNI :-

Periodical alumni executive meeting, batchwise alumni meeting.
Periodical meeting of the industries organization NGO's field work/block placement agencies either by respective individual faculties or institution.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

Any other relevant information regarding curricular aspects which the college would like to include.

YashwantraoChauhan Maharashtra Open University

Human Rights, six month certificate course started since 2012-12 on the demand of the students.

On students and stakeholders demand institute suppose to start
P.G. Courses history, sociology and Marathi.

CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

As a Athavale College of social work is one of the Rural and Tribal reputed institution of higher learning to the district. It attract students from all over the country and abroad However the complete admission process along with the schedule of from submission, displays the merit list of aspiring students seat, allocation fee structure and admission policy it a display, in the prospectus and notice board at the prominent location on the campus and other colleges. College website also his communication about the time schedule of admission, publicity for admission depends on following levels.

A- Public visibility of the Instituteion :-

- A. College has created and arithmetic good will and visibility among the public over the year and that arts as a major propellant in attracting the students to the institution. Some of the key factor in enhancing this goodwill include.
- * Our alumni and the current students are excellent ambassadors and they also recommend prevential candidates to offer the college.

- * We also disseminate programmes related information and photographs through social network such as Facebook and whatsapp.
- * The faculty members are regular participant in various discussion, seminar, and worth shops which also creates interest in the college.
- Maximum no. of programmes conducted by the college in inter collegiate mode are also instrumental for publicity.
- The consultancy services provided by the faculty to various NGO's Govt. agencies and socio political movements at the local and regional level.
- The regular out rich programme of the field action project tribal camp, N.S.S.- Unit freedom fighter cell, field engagement and the community work like medical camp street play rallies, an contemporary issues by the students also effect opportunities of publicity through action.
- The institution gives a brief advertisement in prominent daily newspaper regarding admission to the course.
- The institution website is updated regularly and the admission programme is announced on the website from this year the institution has started the facility registration online.

B. Admissioin specify publicity :-

Besides the public visibility and goodwill created through the above engagements at the time of admission the college employee the following strategies for admission specific publicity

- Advertisement in leading dailies and carrier publication among a month prior of the date on of admission.
- Details regarding admission and courses are published on the website of the college posters are display and pamphlets and leaflets are distributed us also participated in carrier fairs.

- We disseminate admission related information through social network such as city cable network and whatsapp groups.
- College notice board provided information on the admission to the new courses which is useful for the visitors as well as our students who pass on the information to the aspirants.
 - Elaborated orientation is given to the students clarifying their ideas about social work orientation to the aspiring G.G. students also is given so as to explain the programmes and to make them aware of the elective domain offered by the college.
 - Other mechanism involved or college prospectus providing updates information on the courses offered syllabus, eligibility criteria, facilities available and admission process are display on college website. The prospectus also expases the vision and mission, goals, objectives and detail regarding courses, faculty members, consultancy areas of faculty members and distinctive features of the college.

The website notifies admission dates and also has provision for downloading the application form, we are in the process providing online application facility to the students.

C Transparency in the admissions process :-

The college has an admission committee for B.S.W., M.S.W., M.Phil. (Social Work) programme and co-ordinator of the committee ensure smooth conduct of the admission test the admission committee prepare two sets of the admission test from the question bank of the questions submitted by the faculty.

The admission process is a transparent and declared in the prospectus.

The process reservation quota and other university quota for the students are specified in the prospectus. The prospectus also indicates the components of the admission test.

And orientation to the admission process is conducted for the prospective candidates priority admission test.

The dates of the same are declared in the prospectus. At every stage all the list of the candidates, short list candidates and final selected candidates along with waiting list are display on the notice board, all the data regarding the admission process is a transparency put

areas anytime during the admission after the admission on request.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

The admission committee constitute for each U.G./P.G. class in entrusted with the responsibility of monitoring the completed admission process.

- The criteria adopted for the process of admission to all programmes are based on principle of merit and reservation as per rules and regulation of state govt. and University received from time to time.
- The complete admission process along with the schedule of from submission display of merit list sheet allocations, fee structure and admission policy is a display on the college on the notice board.
- The admission system allows the student to fill the application in person and submit it. The eligibility criteria, no of seat and selection criteria are mentioned in the prospectus and on the websites.
- Merit list of eligible students are a generated through the admission and published on the notice board of the college.
- College is in the process of application downloading and receiving the application fees online through the integrated payment gateway.
- Admission process for U.G. classes starts immediately after the declaration of H.S.C. results of Maharashtra board and central board. Admission for under graduates programme (B.S.W.) or on first come first basis, a spot admission is given to the students having 1st division
- Admission for P.G. programme (M.S.W.) is based on merit as well as performance in the entrance examination information regarding entrance examination for P.G. Courses is published in prominent daily news paper.
- A panel of admission committee takes interview of the aspiring candidates so as to judge the attitude of the students.
- A merit list according to the combine score is display name of students in waiting list are also display.

- The specialization / electives are offered as per the guideline of the Gondwana University, Gadchiroli.

M.Phil. in Social Work. :-

The institute announce the M.Phil in social work programme normally in july of every year there is separate. prospectus which is printed and display on the website which specifies the eligibility. The admission criteria selection / test out liens and a reservation quota. The M.Phil. committee consist of the principal and faculty members who are recognized guide of the M.Phil. programme. The admission process consists of a written test (100- Marks). The M.Phil. programme co-ordinator conduct the written exam. and the candidates are interview by the committee the conduct dates are selected on the baststheis merit. The university normal of restrictions are applied the list of the application and selectedcandidates is display on the notice board.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

- As per the university guideline for admission to P4 the students having more than 40% only are eligible
- For M.S.W. Programme the candidate must have degree from Gondwana University Gadchiroli or any other indian international university recognized by U.G.C. as per Gondwana University Gadchiroli there are minimum percentage of marks at entry level and there are out off points for the Gondwana University Gadchiroli students at the entrance test.
- for M.Phil.(S.W.) programme the candidate must have degree from Gondwana University Gadchiroli or any other university recognised by U.G.C. as per Gondwana University Gadchiroli rules there are 50% of mark at entry level and there are no cut off points. TheGondwana University Gadchiroli students at the entrance test.

	Class	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17
Maximum Marks	B.S.W.-I	74.1 7	71.33	74.00	76.15	76.00	74.77
Minimum marks		36.6 7	35.67	36.10	40.83	41.17	37.33
Maximum Marks	M.S.W.-I	58.7 7	60.66	60.70	64.61	87.33	77.70

Minimum marks		37.0 0	38.00	39.80	39.06	36.66	42.15
Maximum Marks	M.Phil. (S.W.)	67.0 0	67.33	68.24	74.66	73.00	77.00
Minimum marks		53.0 0	52.91	52.12	51.00	52.35	54.00

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

Yes

There is a mechanism to revive the admission process and students profile unnecessarily the college has an admission committee consisting of the principals and a team of staff members for each programme to assist in the admission process. This committee monitors the whole admission process in the college.

- **Mechanism :-**

After the completion of the admission process, the college admission committee and administrative office submit the students profile for all programmes admission committee compulsorily monitors the students profile to see that they are in compliance with the state govt. and university regulation.

College development committee takes review of the functioning of the committee and their problems, suggestions are sought from the faculty.

- **Outcome :-**

The outcome of the process results in a fair and transparent admission process. Suggestions for improvement in the current admission process are considered for the future admission process as a result of these mechanisms, the admission process has been streamlined and provides an insight into the demographic data of the student.

2.1.5 Reflecting on the strategies adopted to increase/ improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

* SC/ST

* OBC

- * Women
- * Differently abled
- * Economically weaker sections
- * Minority community
- * Any other

The college is committed to the national policy of diversity and inclusion of students from all society the reservation policy presents by the govt. of Maharashtra with a respect to orginalised students and women is strictly followed.

An account of its commitment to social justice the college marks a no. of seats who accommodate SC/ST candidates those who are

selected in general merit list. They were not counted for reservation seats that way to the maximize the chance of their inclusion. The male-female ratio of enrolment is now 60—40 in favors of women which is quite remarkable.

While the college does not have special reservation for candidate from the socially and economically weaker section we ensure that such candidates are prepared, provided they may it to the interview economically week students are given concession to pay the fee in installments. This is reflected the students profile presented as follow

- 2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

The demand ratio of each course is clearly reflective of the effort of the college in imparting quality education increase when there is NAAC re-accredited “B” Grade unique college of Tahsil level. Rural and tribal area students knows the importance of social work course decrease when the situation of the area drought.

M.Phil. (Social Work Course)

For M.Phil in social work course there is no consistent demand for the course due to the changing policy of government / UGC regarding M.Phil. programme it is a normally observed that demand for M.Phil. programme increase when there is a exemption to the M.Phil. degree holder from PET.

Chandrapur and Gadchiroli district is the remote area there are various Government programmes implement.

Programmes	Number of applications	Number of students admitted	Demand Ratio		Programmes	Number of applications	Number of students admitted	Demand Ratio
B.S.W.					B.A. (Y.C.M.O.U.)			
2013-14	67	58	1.12		2013-14	287	287	--
2014-15	65	60	1.08		2014-15	285	285	--
2015-16	67	58	1.12		2015-16	756	756	--
2016-17	70	60	1.17		2016-17	278	278	--
M.S.W.					B.Com. (Y.C.M.O.U.)			
2013-14	130	60	2.17		2013-14	30	30	--
2014-15	136	60	2.27		2014-15	147	147	--
2015-16	151	60	2.52		2015-16	134	134	--
2016-17	112	60	1.87		2016-17	105	105	--
M.Phil.(SW)					Human Right (Y.C.M.O.U.)			
2013-14	20	20	0.00		2013-14	30	30	--
2014-15	38	20	1.09		2014-15	31	31	--
2015-16	35	20	1.75		2015-16	19	19	--
2016-17	28	20	1.04		2016-17	09	09	--
					Prepreatory (Y.C.M.O.U.)			
					2013-14	285	285	--
					2014-15	248	248	--
					2015-16	--	--	--
					2016-17	150	150	--

2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The college adheres to the people with disability act - 1995 and 3% of seats are reserved for the differently abled candidate. The geographical and physical situation of the campus is very friendly for differently abled. However faculty and library staff is very supportive to the differently able students and their needs are taken into consideration while making their field work, placements, or giving internal and field assignments, here have not been any admission of the student with total visual impairment or auditory impairment in the last five years. The student who have partial visual impairment or on orthopedically challenged can cope-up and the institute facilities their learning process.

For the examination and assignment, extra time is allotted special consideration is given in academic compliance. Such as assignments, social work practicum, study tour, block placement and other curricular activities faculty also give extra input of the learning resources'.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

Yes

In order to access the students need in term of knowledge and skill. The college has adopted following process.

* Students who join the B.S.W., M.S.W. course come from educationally, economically and culturally weak background. The need for knowledge skills and perspective building are obsence throughout the admission process. This is continued during the orientation programme. In the orientation programme various workshops such as selfawareness group discussion, communication, sensitivity are conducted these give some insight regarding the students precepting and needs. This facilitated students to acquaint themselves with a curriculum content and expectation.

* The orientation programme is designed in such a way that it tries to dressed the basic knowledge needs. It talk about the human need, non gratification of need and its implication both structural and non-structural reason for non-gratification of need, various approaches to social work practice this programme helped to bring the students on some minimum common understand.

* During this interation in the class room or doing social work practium, orientation session, teacher identify the nature of support requeried.

* Update the teaching plan so as the cater to the need of the student.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/ Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

During the orientation programme students are given orientation regarding social work profession, outline of the course and knowledge prospectives and skill required it each stage.

* Orientation programme about the course and the field offer the students additional opportunities to understand the field of their choice in better manner.

* Interaction between teacher and student during lectures / social work practium and more importantly skill lab session help i revealing the knowledge and the skill level of the student.

- * The academic performance in previous academic year helps in indentifying the slow/weak and advanced learner.
- * The strategies adopted by the college are as follow -
- * Remedial coaching is given to slow learner, academically weak student or those who are continuing their education after a gap.
- * Student progress is monitored through the monitoring system.
- * Special attention is given to eedy and deserving student by the individual teachers.
- * The students with a non B.S.W background are suggested reading books on social work so that they may come to better level of understanding further reading is recommended to the advanced learner.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The college organise various programmes regularly in order to make the staff and the student sensitive to the issue such as gender environment inclusion etc.

- Gender sensitization programmes of the college.
- Beti-Bachao andolan session organised in every year at the beginning of the academic programme.
- Beti-Bachao andolan session organised in every year at the beginning of the academic programme.
- Female poetiude awareness programe organised at the time of entry level gives the topic of student debates.
- College organised the programme sexual harassment at work place awareness programme.
- Organised "Say No To " (Crime against women and child abuse and trafficking) programme by with collaboration police department.
- Every year international women day is observed on 8th march organised various programmes including adolescence education programme, domestic violence, cyber crime, poster exhibition classroom seminar etc. Eminent women are invited to the college on that day so that the students can interact with them. College has formed committee against sexual harassment through which staff members and students representatives handle the cases if any.
- A no of faculty member are actively involved in women movement environment movement, social movement social movement family counselling etc. their experiences and prescriptive help to sensitise the student.

- The college faculty and students to participate in seminar and conferences and published a research paper on gender issues organised outside the college.
- Student assist the women in the nearby communities village to form women's self help group.

Eco-Sensitization programme :-

- clean India programme are organised on during the annual seven day rural camp and N.S.S. activity.
- B.S.W. II & III semester student have environmental services as a subject their curriculum compulsory vide notification of Gondwana University Gadchiroli.

Inclusion sensitisation :-

The college committed to the weaker and under privileged section of society. The college has conducted many activities to spread awareness and lend a nursing need. to the underprivileged sections of the society.

- The college follows a policy of inclusion in all its activities including appointment of teaching and non-teaching staff admission of students etc. This is evident in the adequate representation based on gender, religion, region and socio-economic back grounds.
- The college offers counselling services to the college student as well as students from outside the campus.
- The college has regularly organised university level seminar on the issues of scheduled cast and scheduled tribe.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

This is one of the challenges, the college is struggling to address. The advanced learners are very few in comparison to the number of students who are weak and have limited abilities. Since the latter constitute the larger number, the classroom teaching learning programme, addresses their needs. However, these needs of advanced learners are addressed in the following ways.

- faculty spends more time and has discussions with them on one to one basis and on various issues of their concern.
- Personal collection of reading material are shared by faculty.
- More demanding and challenging tasks are assigned to field work, in classrooms assignments and research projects.
- Such students are encouraged to attend special programmes organised by other organisations in Chimur and voluntary associate with them.

2.2.6 How does the institute collect, analyze and use the data and information

on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

At the time of admission the members of admission committee interact and council all students but may special attention to the students who belong to economically weaker section and guide them about the scholarship fee concessions and other facilities available to the differently abled students parents are informed and consulted about these details at the time of admission and in subsequent parent teacher meeting with teachers.

Each student is allotted a faculty as individual guide and this faculty member act as a mentor for the student for the period of completion course. Beyond that due to the nature of the academic programme and field practicum students interact with the faculty on one to one basis at least once a week since field practicing is learning by doing and brings all the three components of social work education, knowledge, perspective and skill at the praxis level in the field the faculties engagement with student is quite intense and this itself keeps faculty will informed about the students academic performance, challenges student is facing dilemmas and quite often crisis student is facing. This helps in providing timely guidance and whenever required intervention.

All the problem of the students of academic, financial or family crisis which is likely to affect the students performance or create a risk of drop out are reported in the faculty meeting and necessary guidance support and counselling is offered to the students.

The college has an unwritten policy commitment 'Learn with Earn'. The college has kept its fee structure affordable has mobilized endowments. Manarama Bigar sethis Sahkari pat Sanstha Chimur. Samta mens Bachat Gat. others endowment instituted by well wishes, bound initiative by students and quite offer given concessions to the students who are facing financial constraints. In case these efforts are inadequate. All faculty members always extend personal support. In case of family crisis or health crisis the college offers lot of flexibility in internal time schedule principal and faculty interact with the family members if required to support the student for the continuation of the course and also understand the demand of the course.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation

blue print, etc.)

Academic Calendar

- ❖ Annual Programme plan is prepared by committee in april at the end of the academic year prior to summer vacation.
- ❖ Academic Calendar is prepared by the Principal in co-ordination with the IQAC in may during the summer vacation based on annual programme plan.

Teaching Plan

- ❖ Teacher prepared the annual teaching plan in the month of June-July as soon as the academic year and before the commencement of classes.
- ❖ The teachers are responsible for strictly following the teaching plan and this is monitored by the principal.
- ❖ The lesson plan and the teaching plan are based on the syllabus, the teaching period in the semester, the college evaluation process and the university examination schedule.
- ❖ Each teacher maintains a daily diary that is a window of the delivery of the curriculum by the teacher by taking into consideration the components of the syllabus, Annual/Teaching semester teaching plan, course completion along with notes on the teaching method adopted by the teacher. The daily diary ends once the teaching plan and academic calendar.
- ❖ The time table co-ordinator prepares the time table so that equitable teaching hours are allotted for all teaching subjects and spread out through the week. So that no unnecessary overland is imposed on any faculty on a single day. If any faculty member is unable to take lecture due to personal leave, duty leave or other official responsibilities alternate arrangements are to be given in writing to the principal and time-table co-ordinator and students are also informed whenever such plans are made in advance.

Evaluation :-

- ❖ The evaluation of these tests is handed over to the students and teachers personally counsel and guide them on points and aspects requiring improvement.
- ❖ Preliminary college exams are conducted as per the time available in the schedule of semester and the papers are evaluated to help the students understand their weakness and strength in the subject.

- ❖ The assessment of the test/examination is made based on the university evaluation pattern as a practice and learning experience for the students in preparation of the university examination.
- ❖ The college conduct workshops on How to prepare and appeared in the university examination.

2.3.2 How does IQAC contribute to improve the teaching -learning process?

The college has constituted the IQAC on 2002. This IQAC was continued IQAC and QAC have joint meeting. The composition of IQAC consists of chairman principal, four teachers, four administration staff, one student, one-management representative, one-alumni, two-stakeholder and community representative, two-employer representative, one-external expert on IQAC are academician and social work practitioner of repute their suggestions always give direction to the thinking and planning of academic activities. This helps in looking as the issue of quality assurance in wider prospective.

The decisions in the IQAC meeting and suggestions given or share in the faculty meetings. They are deliberated upon the faculty meetings and if accepted the concern faculty takes it ahead for implementation.

Some of the suggestions regarding developing competencies, required in the field, concept like financial literacy into during choice based credit course relooking at admission criteria and modifications in the course feedback system. Most of these suggestion incorporated.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

The nature of social work education and the course structured in student centric along with imparting knowledge, prospective buildings and skill training are the core components of social work learning and evaluation. This process needs to be student centric.

Due to field practicum and specialisation courses there is a closed engagement of the faculty with the student and this helps the faculty to take into cognizance the learning need and learning potentials of the students into consideration. The entire course is based on participatory self motivated learning therefore it is automatically student centric.

The classroom teaching is often a combination of all the three components mention above the also involve a combination of teaching learning methods. Prospective building exercises, stimulation games, analysis of case studies, group discussions and planning exercise, discussions, debate make the learning a two-way process facilities the process of student becoming a professional worker is centred to the teaching learning process. This required conduct of classes in an interactive manner and flexibility on the part of the teachers in a majority of the courses the trust in on developing analytical ability among the student in the context of the contemporary issue, case studies, experience sharing by the field, practitioner in the class facilities this process. Self reading and reflection and discussion based on these are encouraged. Efforts are made to develop both global and local prospectives among the students.

❖ **Student Centric Mechanism :-**

- Class room presentation and seminar offer the student, opportunities to focus on their interest area.
- Basket of choice offered in many subject assignment for finalising the topic of assignment after discussion between student and teacher.
- Student have choice to indicate their interest area for placement at the third and fourth semester and a blockplacement is almost entirely their choice.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

The professional worker has to be a creative thinker and having capacity to think critically as is suppose to be a person offering solutionto human agony and problem, this also need scientific approach. The journey from students social worker to a fulfilled social worker, require on to be a learner throughout the life. Creativity and inventions are the key characteristics which are require to survive in the present corporate, liberated, privileged and globalised world.

❖ **Critical Thinking :-**

Critical thinking require the student to learn process of actively and skilfully conceptualiasing, applying, analysing, sensitising and evaluating information to reach and ensure are conclusion for these following activities are regularly arrange in the college.

❖ **Curricular Activities :-**

Social Work practicum, field study role play, seminar, workshop, classroom presentation organising programmes need for development of specific target groups.

❖ **Co-curricular Activities :-**

Educational tour extension activities participation in survey.

❖ **Activity :-**

Skill lab, field intervention in conciliation with the teachers, assignment, poster making, writing slogans, street plays, motivational songs, theatre activities, group activities etc. are some of the activities where the students get scope for their creativity.

❖ **Scientific Temper :-**

- Course material itself is based on empirically tested theories. The overall focus is to develop and inculcate scientific temper by encouraging inquisitiveness among the students.
- Social work practice require one to be non judgemental, impartial, and need to be free of prejudice and irrationalities so as to inculcated scientific approach following principle of justice.
- Programmes are regularly organised to create awareness about blindfaith and superstition thinking and practice. Skill lab are focused on development of various life skills among students as well as all opportunities to identify hidden talent among students.

The participation at of the faculty in various international and National seminars workshops is encouraged which gives an opportunity to the faculty to advance their knowledge about the filed.

The college also organise the workshop for the teachers for the enhancement of their knowledge and skill e.g. writing to published encouragedfaculty to develop academic writing skill.

Academic Support :-

- ❖ Academic support is extend by social work practicum supervisor and research guide for their academic progress of their professional competencies alone with this other mechanism of personal and psycho-social support include.

- ❖ The actually and students are allowed to participate in seminar and conferences (National and international) organised in the college were in field expert for outside share their knowledge.
- ❖ introduction of innovative teaching methodologies and modern technology in the college such as wi-fi.
- ❖ Laptop assist learning and digital material are made valuable to the students to up placement class – room teaching.
- ❖ The faculty meet and conduct a orientation programme at the beginning of each academic session and student are made aware of the carrier opportunities in the subject choose by them.
- ❖ The college has organised a programme and lecture on “How to prepare for competitive examination like MPSC, staff selection in the last and current academic year.

The college has recently start a counselling cell its interaction with student right at the beginning of the admission process when the different aptitude test.

The psycho-soul counselling cell managed by teacher of psychology and sociology and further provide counsellor the year to students of their personal problem of self or adjustment to sexual more and norms.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? E.g: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

Teaching Learning process :-

- ❖ The college give top reality to bring in modern technology and devices to supplement teaching for importing to effective teaching the classroom are well equipped with OHP projector and teach used the auditor visual aids and relevant short film in teaching. The college campus is wi-fi and free internet service is available.
- ❖ Teacher also used e-mail and whatsapp to communicate and correspond with the students.
- ❖ Some of the modern technology used by the faculty.

- ❖ Power point presentation and seminar.
- ❖ Our faculty and research scholars have access to electronic thesis and subject wise review of literature through “SHODHGANGA” project of U.G.G.
- ❖ Subjectwise e-learning resource is also is generated by each one.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Sr. No	Name of Department	Year	Topic of Lecturs	Name of faculty
01	M.Phil.	2012-13	Prevention of trafficking	Mr. Sanjay Pawar
02	M.Phil.	2012-13	Research proposal	Dr. Lal Das
03	M.Phil.	2012-13	Teaching learning & evaluation process	Dr. P.V. Antony R.T.College Chimur
04	M.Phil.	2013-14	Importance of M.Phil Education and its consequences on social research	Dr. Keshav Walke M.S.S. College of S.W.Nagpur.
05	M.Phil.	2013-14	Personality development & stress management.	Dr. Dilipkumar Zha. Athvale college of S.W. Bhandara.
06	M.Phil.	2013-14	Evaluation variable in evalution variability and field work	Dr. Meena Trivedi
07	M.Phil.	2013-14	Develop your “e” learning	Mr. K.U. Sabu
08	M.Phil.	2014-15	Supervision & evaluation in social work	Dr. Naresh Kolte A.C.S.W. Bhandara
09	M.Phil.	2014-15	Naxlism is barriers in Tribal development	Dr. Vinayak Tumram.
10	M.Phil.	2014-15	Research project proposal	Dr. Kumbhar Bharti University, Pune
11	M.Phil.	2014-15	The strethes perspective in social work practice	Dr. I.S. Bepari A.C.S.W. Bhandara
12	M.Phil.	2015-16	Farmer suicide & separate vidarbha	Adv. Wamanrao Chatap
13	M.Phil.	2015-16	Schemes of Tribal Development	Mr. Sudarshan Nagare Project Officer I.T.D.P. Chimur
14	M.Phil.	2015-16	How to pace competitive exams.	Mr. Harish Dharmik Sub Divisional Offic. Chimur
15	M.Phil.	2015-16	Social Justice & reservation policies.	Mr. P.G. Kulkarni Asst. Commissioner S.W.Chandrapur
16	M.Phil.	2015-16	Social movement	Dr. B.M. Katiade Aniket college of soc.work Wardha.
17	M.Phil.	2016-17	Sexual Harassment at work place	Adv. Satarde, Chimur

18	M.Phil.	2016-17	Y.C.M.O.U. Activities & Curriculam	Mr. Arvind Bondre
19	M.Phil.	2016-17	Say No to crime against women & child abuse violation and Trafficking.	Mr. Dinesh Labade P.S.I. Chimur
20	M.Phil.	2016-17	Development of Marathi Language	Dr. Nagargoje Orangecity college of S.W. Nagpur.
21	M.Phil.	2016-17	Research & Statistics	Prof. Avinash Linge

5.1.7 M.Phil to P.hd.

Sr. No.	Session	Name of the Student
1	2011-12	Mr. Raju Mate
2	-do-	Mr. Raju Mate
3	2012-13	Mr. Ravindra Gajbhiye
4	-do-	Mr. Naresh Patil
54	-do-	Mr. Devendra Borkute
6	-do-	Ku. Vidya Bhisare
7	2013-14	Mr. Dnyaneshwar Jumna
8	-do-	Ku. Sweta Bhute
9	-do-	Ku. Rubina Beg
10	-do-	Mr. Pratik Gimekar
11	-do-	Ku. Shital Ujaje
12	-do-	Mr. Kishor Kude
13	-do-	Mr. Dipratna Raut
14	-do-	Mr. Ravi Madavi
15	2014-15	Ku. Rita Dadmal
16	-do-	Mr. Nishanta Chikate
17	2015-16	Ku. Seema Lade
18	-do-	Ku. Arati Padole
19	2016-17	Ku. Pornima Sanghane

5.1.7 Net- Set Total 19 Student

Sr. No.	Session	Name of the Student
1	2011-12	Mr. Naresh Patil NET
2	-do-	Mr. Ravindra Gajbhiye NET
3	2012-13	Ku. Vdyaya Bhisare NET

4	-do-	Ku. Archana Khobragade SET
5	-do-	Mr. Lokesh Ramteke NET
6	-do-	Mr. Nilkantha Shende NET
7	-do-	Mr. Dipratana Raut NET
8	-do-	Mr. Raju Mate NET
9	-do-	Mr. Nagsen Landge
10	-do-	Mr. Shiddharth Lohakare NET
11	-do-	Ku. Indira Dhopate NET
12	-do-	Ku. Payal Limbana NET
13	2013-14	Mr. Raju Waghmare- NET
14	-do-	Mr. Nishant Chikate- NET
15	-do-	Mr. Raju Kasare SET
16	-do-	Mr. Amol Rotele SET
17	-do-	Mr. Dipak Barsagade SET
18	2014-15	Mr. Mohan Dewalkar SET
19	2016-17	Mr. Vijay Wankhede SET

Student progression to higher Education

Sr. No.	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
U.G. to P.G.	32	30	28	27	31	36
M.Phil.	04	05	07	07	09	13
Ph. D.	01	04	08	02	03	01
Employment to Sal.	22	25	25	15	15	10
Campus Selection Other than Campus recruitment.	22					
Campus Selection	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Place in campus	22	06	07	13	30	17
Out of	06	01	02	00	10	03

2.3.7 **Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?**

The college always maintains a supportive environment and is ready to support those who face problems after admission. Students say all college information and infrastructure available, facility, college activity and programme and various committees, full knowledge college give a student.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

- ❖ The traditional method of teaching through lecture method is moulded and made innovative by the use of the overhead projector, which the college provides transparencies.
- ❖ Laptop/computer provided are instrumental in making use of internet as a source of the teaching process by the teacher.
- ❖ Experimental learning through observational visits, study tours and rural camps.
- ❖ Research project guidance through conference/seminar/workshops, skill laboratory session.

Other method of teaching practice :-

- ❖ Case studies and role play.
- ❖ Desire method.
- ❖ Feel to pain.
- ❖ How to create anticipation for your curriculum.
- ❖ Teach with VAK (Visual, Audio, Kinesthetic)
- ❖ Demonstration using models.

The impact can be seen also reflected in

- ❖ Better result in university examination.
- ❖ The students develop skills important for them to complete with the global challenges.

2.3.9 How are library resources used to augment the teaching-learning

process?

The library is an integral part of the teaching-learning activities going on in the college. The college library has a rich collection of books, journals, periodicals and research report of thesis and e-resources students are motivated to make use of it effectively for achieving academic excellence.

The institution makes efforts for dynamically integrating the library into the teaching learning processes some significant efforts includes are :-

Extended time for library use.

Earmarks an hour in the time table for the use of library.

Orientation programmes to all fresh admitted students for effective use of the library

The faculty gives reading list of various topics and encourages students to use the library

Guided by the library staffs regard to the subject handle.

The students prepare notes on various topics after the lecture classes using the library resources.

The students are given book-review as assignments.

The student are encourage to use the library books for preparing seminars & assignments as against the cut and paste culture.

Students depend on the library to prepare the dissertation.

Current contents service is provided by the library for helping the students.

New arrivals list is displayed on the Noticeboard and new arrivals are kept on the “New arrivals” display rack” to make the students aware of the latest additions.

Journals soiling service is helpful for the users to integrate later studies in the teaching learning process.

Availability of back volumes of journals in print and electronic formats help the students and the faculty to get comprehensive information on the topics of interest.

Better exposure to e-resources through N-LIST of INFLIBNET, subscribed e-journals & CD-ROM databases enables to integrate classroom teaching with library resources.

- ◆ The college library have “Introduction Boucher of library”
- ◆ The College library has OPAC on which students able to access journals on N-List, reserve books & locate relevant book an the book racks.
- ◆The library provide computerized facilitation to students.

- ◆ DELNET, SHODH GANGA & N. list are house in the internet section of the library students can search for article, journals, theses proposals & databases relevant to their subject.
- ◆ Subject related text books are issued to student while reference books, magazines & journal are issued to be read in reading room only. While it, needy students it is allowed excoing.
- ◆ The college has the unique concept of “Book Bank” scheme in the library. In this scheme needy & room students allowed to membership & issued they want to be books for whole year free of cost & return to be end of the academic years.
- ◆ The visually & physically handicapped students are given a special chair for reading. They provided special facility of drinking water & Braille lippy.
- ◆ The college library have attached with college building as the name of “swargiya premsing Rotele Library”
- ◆ The core libraries in each department gives books magazines& journals to students in case of fecturness being free due to college activities.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

As the college is affiliated to the Gondwana University Gadchiroli is followis the academic calendar prepared by the university

CHALLENGES :-

- Completing course syllabus.
- Deray in starting closing admission process by the university.
- Research project of the student and student difficulties in adhering to the calendar plan.
- The semester pattern of the teaching introduced by the university in almost with delay in the result declaration by university destrub the time for the teaching learning process.

MECHANISM TO OVERCOME/COLLEGE STRATEGY

- Teacher conduct additional classes on holidays or at the end of the semester for this one week special time table is prepared.

- Continuous monitoring of the research progress
- The college use various pro-active strategies to addressed the demand course.

2.3.11 **How does the institute monitor and evaluate the quality of teaching learning?**

- ❖ The college monitor and evaluation the teaching learning process for all the component regularly through if formal and internal feedback system.
- ❖ Students feedback on the teacher, conducted at the end of the year by use a specially design too.
- ❖ Feedback is reviewed by the consent teacher and principal
- ❖ Discussion with principal and faculties at the end of the semester.
- ❖ Complaint box is install in corridor in which students. If has any complaint can communicate the same, which are periodically review by grievance committee.
- ❖ Viva-wise feedback for internal and external Viva-wise is share by the panel with the student after all viva-voce is completed.

2.4 **Teacher Quality**

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to

meet the changing requirements of the curriculum

- ❖ The college is affiliated to Gondwana University Gadchiroli and therefore adhere to all the procedure and rules of recruitment of Government Maharashtra, U.G. and university in the recruitment of the teachers.
- ❖ The appointment of teacher and non-teaching staff procedure has a process of advertisement by selection committee invite from university nomination. The college received the grant from director of social welfare and therefore, at every stage the procedure are followed. It is mandatory that all the new positions or even temporarily position are to be approved by Gondwana University Gadchiroli and director of social welfare for qualification age and reservation. category.
- ❖ Thus the college has been able to recruit and retain a group of qualified, committed and pro-active teachers. whose qualification are given in the following table.

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	--	--	--	--	--	--	--
Ph.D.	--	01	01	--	03	--	05
M.Phil.	--	01	02	--	09	03	15
PG	--	01	02	--	09	03	15
Temporary teachers							
Ph.D.	--	--	03	--	--	--	03
M.Phil.	--	--	--	--	--	--	--
PG	--	--	--	--	01	--	01
Part-time teachers							
Ph.D.	--	--	--	--	--	--	--
M.Phil.	--	--	--	--	--	--	--
PG	--	--	--	--	01	--	01

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology,

IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

- ❖ College did not introduced any new programme arelead to t social work in recent in past three year.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated			
	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017
Refresher courses	06	01	--	--
HRD programmes	--	--	--	--
Orientation programmes	--	--	01	
Staff training conducted by the university	07	--	--	--
Staff training conducted by other institutions	13	10	09	02
Summer / winter schools, workshops, etc.	--	--	--	--
Distance Education Subject Communication (Refresher Course)	--	--	--	03

- b) Bb) faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

Teaching learning methods/approaches

Handling new curriculum

Content/knowledge management

Selection, development and use of enrichment materials

Assessment

Cross cutting issues

Audio Visual Aids/multimedia

OER's

Teaching learning material development, selection and use

c) Percentage of faculty

- * invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies
- * participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies
- * presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies

The college organised seminar and workshops for the faculty and staff faculty members are encouraged to participate in the refresher course, short term course, paper presentation, workshop and seminar and other institute and regular basis.

❖ CHART-A
Nomination to staff development programme.

❖ CHART-B
Faculty participation in workshop and seminar outside the college

Session 2011- 12			
No. of Faculty	International level	National level	State level
Attended	--	04	01
Presented papers	--	01	02
Resource Persons	--	--	--

Session 2012-13			
No. of Faculty	International level	National level	State level
Attended	04	11	01
Presented papers	02	02	06
Resource Persons	--	--	--

Session 2013-14			
No. of Faculty	International level	National level	State level

Attended	03	11	7
Presented papers	04	06	04
Resource Persons	--	--	--

Session 2014-15			
No. of Faculty	International level	National level	State level
Attended	13	11	22
Presented papers	09	12	15
Resource Persons	01	--	--

Session 2015-16			
No. of Faculty	International level	National level	State level
Attended	08	14	03
Presented papers	08	04	03
Resource Persons	--	--	--

Session 2016-17					
No. of Faculty	International level	National level	State level	University level	Regional /College level
Attended	13	03	21	14	14
Presented papers	11	02	07	--	--
Resource Persons	--	01	01	--	--

- ❖ CHART-AQAR-2.5 (2011-17)
During the last four years faculty have participated in conferences, seminars workshops outside the college.

Some faculty members have also chair the session on several occasion. One day University level Seminar on “Human Right and Tribal Held on 23th Jan. 2014,

C Faculty development programme conducted by the college.

Sr. No.	Name of the programme	Resource Faculty
01	One day Regional level workshop on “Research Methodology” Held on 6 th Sept. 2012	Dr. Keshav Walke
02	Two day University level Workshop on “Introductory SPSS” held on 10 th & 11 th Octo. 2012	Mr. K.U. Saboo
03	One day university level workshop : on “U.G.& P.G. semester –III & IV syllabus curriculum development” held on 22 nd Sept. 2013	Dr. Sunil Kakure Dr. Suresh Khangar Dr. Purushottam Borkar
04	One day state level seminar on “Research methodology” held on 23 rd Dece. 2014	Dr. Laldas
05	One day University level seminar on “Prevention of Trafficking and Rescue of viction of trafficking for commercial sexual exploration” held on 5 th Janu. 2015	Mr. Sanjay Pawar (National Resource Person)
06	One day National Seminar on “Challenges to scheduled caste and Scheduled Tribes communal inequality of different Denomination of India I.C.S.S.R.” held on 28 & 29 th Dec. 2015	Dr. Habibhau Kedar
07	One day internation Seminar on “Right to Education In a rublic India : Myth or Reality” held on 24 th July 2016	Dr. Balchandra Chopne Ex-Vice chancellor R.T.M.Nagpur University Nagpur. Mr. Madhav Zhod regional commisinor Social Justice Department.
08	One day University level workshop on “Post Graduate social work syllabus and curriculum Development held on 24 th Augu. 2016	Dr. Suresh Khangar (Chairman BOS-Social work) Gondwana Univ. Gadchiroli Dr. Dilip Barsagade Member B.O.S. – (Social Work) Gondwana Univ. Gadchiroli.
09	One day Regional seminar on “Utility of sampling and statistics in social science Research” held on 29 th Dece. 2016	Dr. Avinash Linge.

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

- ❖ The policies of the college to trained and recharge the faculty are as follows.
- ❖ The faculty willingness or interest to participate in research, consultanues, professional conference and seminar is always supported by the principal and the engagement faculty has full freedom to engaged in the research and consultancy assignment of the college

and outside the college motivating teacher to participate in training workshop for the revised curricula and upgrade their skills.

- ❖ Infrastructure support are provided for research and publication to undertake research project the college also promote the faculty member to publish in reputed journal and appreciate such efforts.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/ achievement of the faculty.

- ❖ Dr. Chandrabhan J. Khangar was given the award by Vyasani Mukti Kendra-Talodi for his contribution to alcoholism awareness – 2016.
- ❖ Dr. Chandrabhan J. Khangar, Dr. Babasaheb Ambedkar Research Award 5th June 2015
- ❖ Dr. Chandrabhan J. Khangar Excellent Teacher- 2017
- ❖ Dr. Chandrabhan J. Khangar Social work Teacher award- 16th Augu. 2016
- ❖ Dr. Suresh H. Milmile Mahatma Jyotiba fule Talent Research Academy Award – 5th june 2015.

The work culture of the college motivate the faculty to experiment innovate and take-up challenging assignment.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

YES

- ❖ There is structured format to collect the feedback on each of the teacher during every year/semester. This is known as student –Teacher evaluation form. The feedback committee takes the feedback on teacher teacher from the student.
- ❖ The principal share confidently the summary of the feedback with the individual teacher so that everyone understand their strength and weakness.
- ❖ every teacher submit their yearly appraisal report this report are access by the IDA and the principal the score are approved
- ❖ There are regular visit by the local enquiry committee of the university, social welfare department official they form the peer review teams
- ❖ At present there is as such no formal mechanism of evolution of individual teachers by external peers.

- ❖ The IQAC meeting and NAAC peer review give us general and specific direction and ideas for self improvement.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

The college clearly mention about the examination pattern in the prospectus were programmes while theory and social workpracticum details are given the syllabus are kept in library for the reference of the student which has detailed information about examination and evaluation procedure.

- ❖ The scheduled for evaluation is given in the academic calendar which is display on notice board.
- ❖ Students are informed about the evaluation system at the beginning of the academic session, during orientation programme and at appropriate interval.
- ❖ Students are provided with questions, reference material / book.
- ❖ Social work practicum manual/guide line with special on the evaluating criterion, is given to every student before the commencement of the social work activities.
- ❖ At the beginning of every year/semester the social work practicum in charge convey to the student the expectation which in term help the student to set their goals to that semester.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

The reform by the university the college has adopted are as follows :-

- ❖ The students are also evaluated based on their performance in social work practicum (orientation, skill lab, agency visits, village camp, exposurevisit and other practicum work) they are also access on the basis of their report writings presentation and over all work in the field.
 - ❖ The basis of continuous internal evaluation are : a written test not more than one
 - ❖ The introduction of the continuous assessment with innovative method of evaluation like presentation, seminar, written project, supervisory conference at least one per week.
- College level**
- ❖ Preparatory viva for social work practicum and research dissertation particularly final year students.

- ❖ Involvement of the agency supervisor in social practicum evaluation of students placed in agency.

2.5.3 **How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?**

- ❖ The evolution reforms of the university are mandatory and hence rigorously followed by the college. All the important circular regarding evaluation reforms are studied by the faculty and explain to the student and then display on the notice board.
- ❖ Academic planning committee S.W.P. Committee, research committee college examination committee and maintaining committee are the mechanism creates by the college to monitor the evaluation process.
- ❖ C.D.C/IDAC take notes of the annual activities and reviews the functioning gives feedback and initiate reform if required the students are given changes to overcome their irregularities in social work practicum/theory/attendance in research by issuing them notices thereby increasing the possibilities of improving their academic performance.
- ❖ The Social Work practicum evaluation criteria are also revised after discussion and deliberation in the poverty and supervisors meet organized at the college.

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

Formation Assessment:-

- ❖ The semester system brought major changes, internal assessment since 2012 to 2017 batches. 20% of the marks are allotted for the internal assessment and 80% for the external assessment. Two types of formative assessment are done in the B.S.W., M.S.W. and M.Phil. programme

Internal Assignment :-

- ❖ 20-marks for internal assignment are divided as per gondwana university gadchiroli direction time to time. The assignment and the feedback given helps the students to improve their performance.
- ❖ It is the policy for the college to allow the students to rewrite and submit the assignment
- ❖ Social Work practicum is mostly formative evaluation as the marks for field practicum are based on the entire performance of the semester and ongoing review of the work and the feedback.

Examples for Formative Assessment:-

(Assessment of the theory assignment)

- ❖ Individual assignment
- ❖ Group exercise
- ❖ Classroom Semester
- ❖ Workshop
- ❖ Project Work
- ❖ PowerPoint Presentation
- ❖ Classroom test
- ❖ Song/Slogans/Script writing
- ❖ Case study assessment

For each assignment, opportunity is given to the student to discuss take input from the faculty and then submit or perform. In case of classroom presentation, feedback is given and the final submission can be made incorporating the suggestion.

Assessment of the Social Work Practicum :-

- ❖ Report checking twice a week.
- ❖ Individual and group conference once a week.
- ❖ Jointly conference with agency supervisor in the agency once a month.
- ❖ Evaluation on the basic of record of Social Work components like observational visits, Social Work practicum report etc.
- ❖ Midterm evaluation – Theory, Social work Practicum and research viva-voce.
- ❖ Orientation visits, rural camp, field base assignment and the study four are components of the field work programme. The criteria for each or know to the students in advance and marks for each of these are shown to the students after assessment.

Summative Assessment :-

The summative Assessment is conducted by university this includes.

- ❖ 80 marks for each theory paper examination conducted by the university at the end of the semester.
- ❖ Research project B.S.W. V & VI semester and M.S.W. III and IV semester is internal and external assess at the end of the semester and M.Phil. dissestative assessed external and internal end of the session.
- ❖ Viva-Voce examination is conducted at the end of each semester is a part of summative evaluation.

All hundred marks for concurrent field work are given at the end of the semester by the faculty and the agency supervisor. However the marks are not communicated to the studiers at any point during the semester since this is treated as summative assessment. In a way it is a combination of formative and summative assignment were feedback for the performance is given but marks are assigned at the end.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and

weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

- ❖ The rules regarding internal and external evaluation and assessment internal are part of the university syllabus which is available on the website. The college displays all the policies and rules regarding the internal evaluation on the notice board and concern coordinator also orients the student regarding this the rules of the university and of the college are part of the Social Work practicum manual and research report manual.
- ❖ The internal assignment assessment process is fully transparent the expectation and criteria for assessment and break-up of marks for the sub components of the assessment are display and discuss with the students.
- ❖ Students can come at any given time to discuss with the faculty their difficulties and they can choose the topic for their assignments are can request the change of topic assign.
- ❖ The marks obtained in the internal assignment and the components of Social Work practicum are shown to the students. This help the students to know where they stand and where they need to improve. This ensures the transparency in internal assessment. Social Work practicum and research throughout UG VI Semester PG-IV- Semester and M.Phil one year. Therefore the college gives scope to reendow. The assignment are given extra tasks for the students to give them an opportunity to improve.
- ❖ Social Work practicum assignment criteria have enthused and need to assess the behavioural aspert along with knowledge skills and attitudes.

2.5.6 What are the graduate attributes specified by the college/ affiliating university? How does the college ensure the attainment of these by the students?

- ❖ The graduates attributes are specify the university in the syllabus we create opportunities for the student to learn/acquire those viva-theory social Work practicum and research inputs. As a student spends 3/2/5/6 years in the college. We do look forward to develop overall personality of the students and aspire to transform a individual into a professional Individual as well as into a responsible citizen able to contribute to the nation building.

Following Attributes Need To BE Focused On

- ❖ Professional development of the students by attaining knowledge skill and techniques, values, appropriate to the level of learning and attitudinal change appropriate to the social work profession.

- ❖ Personal growth and development in the following areas of proficiency in using various techniques relevant to the field work, relevant to the field as well as qualitative improvement in applying skills, ability to do team work, treat like dependability social sensitivity promptness in work.
- ❖ The workshop on self awareness and sensitivity visit to different organization continue the process of understanding the client system sensitively it also brings the process of self exploration and internalization of values.
- ❖ Ethical behavior – Social Work as a profession which has its own ethics and principle we look forward to its internalization by the students.
- ❖ Ability to think independently, understand and take up the right based approach in working ability to be creative as resourceful so that the students improve their global competence and or preferred in the global market
- ❖ The engagement of the college and faculty in extension activities and people centric development initiatives give a direction to the thinking of the students and motivated students as effective role model.
- ❖ The engagement of the college and faculty in extension activities and people centric development initiatives give a direction to the thinking of the students and motivated students as effective role model.
- ❖ The field work evaluation forms spells out in detail the graduate attributes under professional development.
- ❖ Students join various campaign are exposed to people centric movements and social action groups during the field work join local and national level, national building activities participate in disaster response activities.

Mechanism for Assuring Attainment To these Attributes:-

- ❖ Personalize guidance and counselling to the students.
- ❖ Maintaining by the faculty arising input on personality development.
- ❖ Formal and informal assessment.
- ❖ Field visit by the faculty to observe the student functioning of the student.
- ❖ Giving feedback in the supervisory conference.

- ❖ Arranging meeting/interactional session with field expose.
- ❖ Increasing if block placement end of the final exam.

Field work supervision guidance and continuous interaction in the classroom and various monitoring mechanism ensure the above attributes.

2.5.7 What are the mechanisms for redresser of grievances with reference to evaluation both at the college and University level?

The grievance of the students are handled at almost priority by the grievance committee of the college has various committees which look into various grievances of the student, staff and specially women's.

1. Grievance redressed committee looks into all type of grievances to academic issues, grievances related to the disciplinary action, complaints against the faculty or administrative staff.
2. Women grievance redressed committee looks into all type of grievances related student and staff.
3. Anti-ragging committee complaints related to ragging in the campus or on the hostel.

In case matters related to the result like mark list /result being withheld due to technical issues involving university functionally the matter is persued by the office superintendent.

The college has well defined procedure of the grievance redressed and the name of the committees member for displayed at the prominent place in the college. The committee. is committed to protect the interest of the student without compromising with core values of the profession and the college.

2.6. Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

:- Yes.

The college has specify the learning outcomes at various seats for a different components of the B.S.W., M.S.W., M.Phil. programme. Expected learning outcome for theory courses are specified in the university syllabus. As a learners objectives field work manual and

specialisation elective domains wise evaluation forms at each semester clearly state the learning outcomes for the social work practicum . The learning outcomes for various other components for field work such as orientation visits, rural camps, field based assignments and study tour are specified and explain to the student. Students are encouraged to review the learning outcomes in evaluation workshops and seminar based on study tour or rural camp. The research manual gives the learning outcome for the research project.

- 2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/ programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

The college has developed various mechanisms to monitor the progress and performance of the students, class teachers and subject teachers assess the individual student performance by conducting class assignments, Home assignments, seminar, attendance and field work agency. The university exam performance of students are also monitored.

A brief analysis of the student result achievements for the B.S.W., M.S.W., M.Phil (B.A., B.Com. Human Right certificate, preparatory by Yashwantrao Chavan Maharashtra Open University) Session – 2011-12

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
BSW	24	--	02 (08.33)	15 (62.50)	05 (20.83)	91.66
MSW	59	05 (08.47)	30 (50.84)	14 (23.72)	--	83.05
M.Phil.(S.W.)	17	--	03 (17.64)	03 (17.64)	--	35.28
B.A.(YCMOU)	60	--	17 (28.33)	11 (18.33)	32 (53.33)	100.00
B.COM (YCMOU)	11	--	05 (45.45)	--	06 (54.55)	100.00
Preparatory	79	--	50	04	09	79.74

			(63.29)	(05.06)	(11.39)	
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Session – 2012-13

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
BSW	26	--	05 (19.23)	15 (57.69)	05 (19.23)	96.15
MSW	50	--	04 (08.00)	22 (44.00)	20 (40.00)	92.00
M.Phil.(S.W.)	20	--	01 (5.00)	13 (65.00)	--	70.00
B.A.(YCMOU)	60	--	15 (25.00)	25 (41.00)	20 (34.00)	100.00
B.COM(YCMOU)	06	--	01 (16.00)	04 (68.00)	01 (16.00)	100.00
Human Right Cert.(YCMOU)	28	--	17 (60.72)	11 (39.28)	--	100.00
Preparatory	285	--	200 (70.17)	50 (17.54)	35 (12.28)	100.00

Session 2013-14

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
BSW	14	--	02 (14.28)	11 (78.57)	--	92.85
MSW	50	--	35 (70.00)	09 (18.00)	--	88.00
M.Phil.(S.W.)	20	--	09 (45.00)	03 (15.00)	--	60.00
B.A.(YCMOU)	530	--	282 (53.20)	168 (31.80)	80 (15.00)	100.00
B.COM(YCMOU)	57	--	38 (66.67)	14 (24.56)	05 (8.77)	100.00
Human Right Cert.(YCMOU)	30	--	28 (93.33)	--	--	93.33
Preparatory	285	--	200 (70.18)	50 (17.54)	35 (12.28)	100.00

Session 2014-15

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
BSW	26	--	21 (80.76)	--	--	80.76
MSW	50	--	33 (66.00)	10 (20.00)	--	86.00
M.Phil.(S.W.)	20	--	15 (75.00)	--	--	75.00
B.A.(YCMOU)	147	23 (15.65)	24 (16.32)	80 (54.43)	20 (13.60)	100.00
B.COM (YCMOU)	09	02 (22.22)	07 (77.78)	--	--	100.00
Human Right Cert. (YCMOU)	31	01 (3.23)	27 (88.00)	03 (9.67)	--	100.00
Preparatory	285	02 (0.70)	183 (64.22)	50 (17.54)	50 (17.54)	100.00

Session – 2015-16

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
BSW	42	01 (2.37)	18 (42.86)	23 (54.77)	--	100.00
MSW	60	01 (1.67)	49 (81.66)	10 (16.67)	--	100.00
M.Phil.(S.W.)	19	--	04 (21.05)	10 (52.63)	--	73.68
B.A. (YCMOU)	238	--	23 (9.63)	104 (43.74)	111 (46.63)	100.00
B.COM (YCMOU)	23	--	17 (73.92)	06 (26.08)	--	100.00
Human Right Cert.(YCMOU)	19	--	10 (52.63)	05 (26.32)	04 (21.05)	100.00
Preparatory	81	--	81 (100.00)	--	--	100.00

Session 2016-17

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
BSW	42	--	--	--	--	--
MSW	55	--	--	--	--	--
M.Phil.(S. W.)	19	--	--	--	--	--
B.A. (YCMOU)	182	--	--	--	--	--
B.COM (YCMOU)	83	--	--	--	--	--
Human Right Cert.(YCMOU)	09	--	--	--	--	--
Prepatory	85	--	--	--	--	--

Session – 2012-13		
Name of Student	Order of university Merit	Class
Ku. Reeta Dadmal	1	M.Phil.
Mr. Omprakash Sahare	2	M.Phil.
Mr. Rajnish Kowe	3	M.Phil.
Session – 2013-14		
Mr. Mahesh K. Meshram	1	M.Phil.
Mr. Sandip Lanjewar	3	M.Phil.
Session – 2014-15		
Mr. Vijay AWankhede	1	M.Phil.
Mr. Sanjay Raut	2	M.Phil.
Mr. Dipak Aindalwar	3	M.Phil.
Mr. Manohar Shrirame	1	B.S.W.
Session – 2015-16		
Mr. Gurudeo Nannaware	1	M.Phil.
Mr. Amol Atram	2	M.Phil.
Mr. Pravin Satpaise	3	M.Phil.
Mr. Govind Bokade	2	M.S.W.
Mr. Chandrashekhar Jambhule	4	B.S.W.

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

- ❖ The college strategized the whole process of teaching, learning and assessment to facilitate the achievement of the intended learning outcomes through a system of meticulous and systematic planning and implementation process.
- ❖ The annual programme plan and the teaching plan are planned in such a way that the syllabus is completed in due course of time available in semester pattern.
- ❖ The traditional teaching methods are combined with ICT enabled and other innovative teaching methods of participative interactive, an reverse learning and experiential learning methods

- ❖ Guest lectures by expert and eminent faculties are a regular feature to focus on social topics and issues.
- ❖ workshop group discussion, seminar, certificate course fill in the gaps in the curriculum to enrich the learning experience
- ❖ curricular activities like preventionseminar, quizaers are another feature toroide innepenent learning base.
- ❖ Educationalists, tour and academics events provide a platform for collaborative learning.
- ❖ Exsteinactivities of N.S.S. legal aid cell enrich the social experience and make them socially responsible sensitive & responsive.

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

- ❖ The course itself is debignul in such a manner that it is responsive and socially relevant.
- ❖ The College collaborates high morethan field work agencies and professionalorganizations' This helps the college to be connected with the field and u make the course socially relevant.
- ❖ It also facilities to bring in the emerging trends n practice andresearch in the theory classes
- ❖ Field action projects are extension projects in serving the community and the learning laborateries for the students at the same time.
- ❖ Alumni are strength of the institute and theykeep on sharing their xpriences with the students, out as mentors at times and helping enriching the knowledge of the current students.
- ❖ The old and new syllabus included the issues of marginalized and valnerable groups f the society thus making it socially relevant
- ❖ esearchaptitude is incuclated both through the research project and encouraging students to take a micro study in their field work this gives exosure to the evidence based research and its importancein social work.
- ❖ The students with better knowledge attitude and skills are laced nreuted organization.

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

The college collects data on student performance from faculty, students themselves, agency supervisors, individual student progress report is prepared by taking into accounts, attendance S.W.P. Record, and academic assessment records data analyzed by CDC and IQAC is discussed in the staff and the following actions are taken.

- ❖ Individual counselling.
- ❖ Restructuring of teaching methods
- ❖ Guest lectures on up-to-date issues
- ❖ Remedial coaching
- ❖ Exam preparation tips to students.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

Monitoring the learning outcomes :

- ❖ Reviewing the results of the class and individual student by the class in charge
- ❖ Comparing it with previous results
- ❖ Qualitative changes noted if any via-mentoring
- ❖ M.S.W. M.Phil students performance in campus is also reviewed.
- ❖ Periodical assessment also done.
- ❖ Ensuring the attainment of learning goals is by encouraging the students to wholeheartedly in learning evaluation process by counselling the students to lateralize attitudinal changes if required.

2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

The assessment/evaluation outcomes such as marks in assignment, I hope courses and external examination are the key indicators to understand the learning outcome in theory courses.

Scores, assignment marks and the class participations across are key indicators for evaluating student performance in the particular subjects.

The faculty reviews the mark to and stand the level of understanding acquired by the student about the course the assessment also helps in rededicating the pedagogical tools used and at time pitching the content at our appropriate level.

The decision regarding conducting extra lecture either in English or for concept clarification is taken on the basis of leaving assessment as well as demand from students.

The decision guarding giving extra field work, remedial supervision, changing the guide or field practicum agency is based on the reviews of teaching learning outcome and its assessment.

Students with better abilities sae given re challenging task in field work and challenging topics for assignments.

The college will soon embark on a process of developing more concretise and objective assessment indicators through a affiliationworkshop panel with a senor resource person who has done extensive work o performance indicators in higher education.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

College has not recognised research center to the affiliating university but so many research work giving on through the department of M.Phil. and M.S.W. very soon college is supposed to submit the proposal for recognised higher learning and research center to the consent university for the programme of Ph.d. in social work.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

YES

The college has research committee monitoring research activity of the B.S.W, M.S.W., M.Phil students and to facilitate research environment in the college. The committee is comprised of one in charge with six teacher.

Research committee for B.S.W., M.S.W, students :-

The research committee reviews all the topics submitted by the students and the topic are approved with due consideration to ethics in research and liability of the research project. The faculty member on presentation give the feedback regarding the performance of the students in research project.

This feedback help to take corrective measures regarding the quality of the research the academic calendar for the research project is monitored by the research report co-ordinator and the same is shared in the faculty meeting at the various stages of research guidance.

M.Phil. students :-

The committee for M.Phil normally approves the research topic with the consideration of the liability and feasibility of the topic and allocated the research guide the committees at time review the research methodology input required by the students.

Recommendations given by the committee :-

- ❖ To organise students opinion poll on contemporary social issues.
- ❖ Research calendar to be prepared every year at U.G., P.G. and M.Phil. level to create uniformity in writing of the research report and to develop tools for monitoring research activity :
- ❖ Orientation programme to be organised for the students
- ❖ Research methodology workshop to be organised for the students.

- ❖ Encouraged to refer recent websites.

IMPACT :-

- M.S.W. and M.Phil. section was organised state level research methodology seminar (2012-2014) introductory SPSS (2012) One day regional level seminar Utility of sampling and statistic in social science research (2016)
- ❖ Orientation programmes were organised for the students of U.G. and P.G. level.
- ❖ Research calendar prepared for U.G. , P.G. and M.Phil. level for the academic session. The students got the timeline for their research work.
- ❖ Students update their knowledge through new research websites.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects?

- § autonomy to the principal investigator § timely availability or release of resources § adequate infrastructure and human resources
- § time-off, reduced teaching load, special leave etc. to teachers
- § support in terms of technology and information needs
- § facilitate timely auditing and submission of utilization certificate to the funding authorities
- § any other

- ❖ College timely release resources for smooth functioning or research activity adequate infrastructure facilities made available and the requires human resource are also mobilised.
- ❖ Support in yerms of internet facility avbalcibility computers, access to us e-resources through inflicted, short term loan faultiest available, ensuring timely, auditing and submission of utilisation to the funding authorities by the research scholars.

- ❖ Principal investigators have autonomy to conduct research work, adjustment in a teaching periods are mutually done.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

The college has constitute two committees to develop scientific temper and research culture.

Committee of seminar and returns with a view to intensify capacity building initiatives for the students in social work research. This committee formulated capacity building exercises with the help of various resource person the committee also ensures that all M.S.W., M.Phil. students completed their research dissertation on time as per the specifications of the university, meeting the required quality standards. The college has organised a host of activities that inculcate scientific temper and research culture and attitude among students it also makes efforts to encourage faculty to prepare research proposals.

Orientation programmes experience sharing by the experts conducting situational analysis of field issues and presenting findings in the class are the activities which promote and support research temperament.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.)

As per university guideline all faculty members are involved in guiding of the student research each faculty allotted five (5) students and three (3) U.G. students those who are doctorate faculties guide Five (5) students of M.Phil as per the curriculum need. Faculty involvement in active research Dr. S.D. Khaparde is Ph.d. supervisor and two students awarded Ph.d. in the supervision of his guidance three faculties awarded Ph.d. degree (Two faculties awarded Ph. d. from R.T.M.N.U and Social science unique the Ph.d. degree awarded in fourth convocation of Gondwana University Dr. G.T. Bansod) and three faculties submission Ph.d. thesis to R.T.M. Nagpur University and three faculties Ph.d. work is under print Four (4) M.Phil. students sanction Rajiv Gandhi National fellowship and one student sanction BARTI research fellowship.

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

College organised following workshops/seminar/training programme for the capacity building in terms of research and creating a research culture among the staff and the students.

Sr. No.	Type of programme	Participant	place	Level
1	10/04/2011	(Guidance of leave & Regulation) रजा नियम मार्गदर्शन – श्री हेमराज दांडेकर	chimur	College Level
2	27/05/2012	(Capacity Building) श्रमता बांधणी – प्राचार्य चंदनसिंह रोटेले प्रा. संजय पिठाडे	Chimur	College Level
3	15/12/2012	(Sress Management) ताणतणाव मुक्ती, मनोरंजनात्मक कार्यक्रम – प्राचार्य चंदनसिंह रोटेले प्रा. संजय पिठाडे		
4	11/05/2013	(Discuss servic book regulation) कर्मचारी सेवा पुस्तकाबाबत नियम व अधिनियमाबाबत चर्चा करणे – प्राचार्य चंदनसिंह रोटेले प्रा. संजय पिठाडे		
5	21/12/2013	(Guidance working hours & working condition norms) शिक्षकेत्तर कर्मचा-यांना कामकाजाविशयी मार्गदर्शन – डॉ.प्राचार्य चंदनसिंह रोटेले प्रा. संजय पिठाडे		
6	10/05/2014	(StressManagement) ताणतणाव मुक्ती – प्राचार्य चंदनसिंह रोटेले प्रा. संजय पिठाडे		
7	13/12/2014	(Faculty/Non-Teaching Govt. G.R. & Regulation) शिक्षकेत्तर कर्मचा-यांच्या माहितीकरीता शासन निर्णयाचे वाचन – प्रा. सुनिल झाडे, श्री सुभाष शेषकर		
8	25/04/2015	शिक्षकेत्तर कर्मचारी कार्यक्षमता बांधणी		डॉ.चंदनसिंह रोटेले
9	05/12/2015	शिक्षकेत्तर कर्मचा-यांना कामकाजा विशयी मार्गदर्शन		डॉ.चंदनसिंह रोटेले
10	30/04/2016	कामकाजातुन निर्मित ताणतणाव मुक्तीकरीता मार्गदर्शनपर कार्यक्रम		डॉ.चंदनसिंह रोटेले
11	10/12/2016	कर्मचारी सेवा पुस्तकाबाबत नियम व रजा मार्गदर्शन		डॉ.चंदनसिंह रोटेले
12	08/04/2017	कर्मचा-यांच्या माहितीकरीता शासन निर्णयाचे वाचन व प्रबोधन		श्री सुभाष शेषकर प्रा. संजय पिठाडे

Type of Programme	Participant	Resource Person	Place	Level
Two Days university level workshop on Introductory S.P.S.S. held on 10 & 11 oct 2012	Faculty & M.Phil student	Mr. K.U. sabu	Athawale College of Social work Chimur	University
One day university level workshop “Research Methodology held on 6 th Sept 2012	Faculty & Student	Dr. Keshav Walke	Athawale College Of Social Work Chimur	University
One day university level workshop on “U.G. & P.G. semester II & IV syllabus curriculum Development” held on 22th Sept 2013	Faculty	Bos of Social Work Gondwana University Gadchiroli	Athawale College Of Social Work Chimur	University
One day State level seminar an research Methodology 23th December 2014	Student & Faculty	Dr. Laldas	Athawale College Of Social Work Chimur	State level.
One day university level seminar on “Human Right & Tribal”	Faculty & Student	Dr. Vinayak Tumram	Athawale College Of Social Work Chimur	Univesity
One day University level seminar on “Prevention of Trafficking & Resources of victim of Trafficking for commercial sexual Exploration on 05/01/2015	Faculty & Student	Mr. Sanjay Pawar	Athawale College Of Social Work Chimur	University
International Seminar on “Right to education in Republic India. Myth or reality” in collaboration with O.C.S.W., F.I.S.E. World Federation of Teacher union.	Faculty & M.Phil Student	FISE world federation & Teachers Union	Organized with colab bration orangecity college of Social Work Nagpur & Chimur	International
One day Regional level Seminar on “Utility of sampling and statistics in Social Science Research 29 December 2016	Faculty & Student	Dr. Avinash Linge	Athawale College Of Social Work Chimur	Regional level
One day university level work shop on “Post Graduate Social Work Syllabus &Curriculum Development held on 24 th of August 2016	Faculty	BOS Social Work GVG	Athawale College of Social Work Chimur	Univesity Level

3.1.7 Provide details of prioritized research areas and the expertise available with

the institution.

College initiative a research work on the contemporary issues and issues faced by SC/ST/NT committees and marginalized group, particularly empowerment of women, Tribal's, Youth, Farmers suicide, Feticide, Terrorism, Naxalism, health, education, child labour, domestic violence and various major social problems.

- ❖ College his expertise in the field of Social Work, Marathi and Psychology etc.
- ❖ College faculty conducted group seminar on current issues.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

- ❖ College organized workshop on "Use Of S.P.S.S." (Oct 2012)
- ❖ One day University level workshop on "Research Methodology" Resource person Dr. Keshav Walke Sept. 2012
- ❖ One day state level seminar on "Research Methodology" Resource person. Dr. Laldas December 2014
- ❖ One day Regional level seminar on "Utility of Samplind and statistics in Social Science Research" Dr. Avinash Linge. December 2016
- ❖ College periodically arranged interactive meets with people of eminence for workshops seminars as a resource person.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

The faculty has not taken sabbatical leave for research activity but faculty members involvement in research activity like training programme, short term course, research related course and always enhance the quality of teaching learning process in terms of inside regarding the development sector and social development powers. It also gives more visibility to the faculty and also to the college.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/ transfer of relative findings of research of the

institution and elsewhere to students and community (lab to land)

Relevant finding of the research or experience in consultancy assignments or extension work are always share with the students in the classroom.

Researches on the evaluation of the programmes are shared and use for the decision regarding how to enhance the quality of the programmes in relevant papers.

- ❖ Student conduct social analysis in the field work agency on the basis of the finding. They create awareness about the largest group. In some issue they take social action for the right of people
- ❖ Majority of the research studies carried out by the college related to the field and further their work or enhance the quality of the work. Therefore majority of the research studies has direct relevance to the field along with this there are some researches that bring back the field experienced to the theory.
- ❖ The based line survey or community perception studies provide the necessary guide line for conceptualizing projects providing data base for project planning developing measurable indicators for monitoring and subsequent evaluation.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

College do not have any U.G.C. or Consent agency approved major minor research project to the college or faculty.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

There is no such provision but the college provides infrastructural assistance to the researcher.

- 3.2.3 What are the financial provisions made available to support student research projects by students?

The students belonging to SC/ST/VJ/NT/OBC getting scholarships as per U.G.C. and government rules. Social Welfare office Chandrapur give a schollerships for Research project per student 1200/- Rs.

- ❖ College does not provide financial help to the student but allow students to utilize the computer facility for typing their dissertation.

- 3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Social Work itself is an interdisciplinary subject the college involves other social science faculty in the college as U.G., P.G. and M.Phil dissertation which adds a flavour or interdisciplinary nature to the research.

- 3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

Library staff organized student awareness about the internet facility, e-resource services (on-line and offline) facilities are avail through class representative and by the faculty.

- ❖ College provided computer facility for typing work as well as searching e-resources.

- 3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

No

- 3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

No

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total Grant		Total grant received till date
				Sanc-tioned	Rece-ived	
Minor projects	-	-	-	-	-	-
Major projects	-	-	-	-	-	-
Interdisciplinary projects	-	-	-	-	-	-
Industry sponsored	-	-	-	-	-	-
Students' research projects	2011-12 to 2016-17	List Available	Samaj Kalyan Chandrapur	1200/-	Account pay for student	
Any other (specify)						

Student Research Project with Yearwise

Class	2012-13	2013-14	2014-15	2015-16
BSW	09	02	27	39
MSW	28	58	52	58
M.Phil.	17	20	20	19

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The college provides the library facilities to the students and research scholars for carrying out research activities in terms of equipment the institute has permitted the students and research scholars to make use of the computers and internet facility of the college.

3.3.2 What are the institutional strategies for planning, upgrading and creating

infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

We have research extension committee this committee plans and monitor research activity and also prepare proposal for upgrading research activity. (Ph.d. research Centre).

- ❖ For upgrading the research activity various schemes funding agency document, formats, are made available to the faculty.
- ❖ Creating infrastructural facilities – Preparing the library resources by purchasing books, computers, e-material like journals, books etc.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments / facilities created during the last four years.

The college has not received any special grant or finances from the university or any beneficiary for developing research facilities.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

The college provides introductory and referral letter to the students and research scholars to use library to offer help and access are given to the students which help them in a primary and secondary data collection.

3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

The college provides the library facility to the faculty students and research scholars for carrying but research activities in terms of equipment. The college has permitted the faculty, students and research scholars to make use of the computers and internet facility of the college without any extra cost.

3.3.6 What are the collaborative research facilities developed/ created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

Collaborative library is available to the students.

Computers made available to the students

Inter library loan-facility to the students

Book bank facility to the U.G., P.G. and M.phil students

Separate reading room of give students. The college invite expert faculties researches to deliver talk and lectures on scientific topic and research.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

- * Patents obtained and filed (process and product)
- * Original research contributing to product improvement
- * Research studies or surveys benefiting the community or improving the services
- * Research inputs contributing to new initiatives and social development

The college has not filed any patentlike date.

- ❖ Research studies or survey by the faculty benefiting the community are improving the services and research inputs contributing to new initiatives and social development : Survey in dalit wasty sudhar of need based intervention awareness programmes for various target groups-like child, women, youth, old-age person.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

No

3.4.3 Give details of publications by the faculty and students:

- * Publication per faculty
- * Number of papers published by faculty and students in peer reviewed journals (national / international)
- * Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

- * Monographs
- * Chapter in Books
- * Books Edited
- * Books with ISBN / ISSN numbers with details of publishers
- * Citation Index
- * SNIP
- * SJR
- * Impact factor
- * h-index
- *

Dr. Shubhangi N. Wadskar

Books- Amrutveli (Marathi)
SIBN No. 978-1-365-95369-9

Session 2011-12

1. Regional workshop for social work faculty & staff an academic performance indicators issues of social work – Prof. V.S. Kakade

2. Publication Topic – combencies for LIS Jan. 12 to 1st June – 2012
 ISSN No. 2230- 027X Prof. Suresh M. Humane.

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5. International :-

1. Deekshabhoomi : A social literary, cultural, religious economic, political & educationa Revaluation.

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 cnykaps v/;;u Prof. V.S. Kakde

6. State Level – Impact of ICT on lib. Literacy & its services 5th Jan. 2013 Prof. Suresh M. Human.e

7. National Seminar on “ Former suicide in vidarbha in the context of Agrarian crises” Paper on Economic of social problem :- Suicide Farmer in vidarbha 26th & 27 Sept. 2013 Prof. C.J. Khangar

2014

International -

Leisure Time programme Aged people & successful Ageing. Prof. S.P. Zade

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prof. M.B. Rewatkar
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March 8, 2015 Prof. S.M. Humane.
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International
State :

Human rights & educational condition in india. Family & nature of family viutience Social justice & Higher Education in India. An analysis of social science Research & social work Research Prof. S.P. Zade.

2016

International

Factor Respon 24 July 2016 for commercialization of education in india. Dr. Ambedkars. Contribution in social reform (13 & 14 Feb. 2016)

Environment & population growth (29th Feb. 2016)

Prof. S.P. Zade.

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University level workshop International Seminar	Dr. Babasaheb Ambedkar's contribution to the 21 st Century in India 13 rd & 14 th Feb. 2016 Quality assurance JOT best practices in library. Role of ICT in Hither education in India : Issues & changings 24 th July 2016 Prof. S.M. Humane.
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<u>And other</u>	Prof. S.H. Milmile Shetkari Athmhatya – 2017 ISBN No. _____ <hr/>

3.4.4 Provide details (if any) of

- * research awards received by the faculty
- * recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally
- * incentives given to faculty for receiving state, national and international recognitions for research contributions.
- * Research award received by the faculty

- * Dr. S.H.Milmile- 2015
- * Mahatma Jyotiba FULE Talent Research Award
- * Dr. C.J. Khangar – 2015
- * Dr. Babasaheb Ambedkar Talent Research Award.

3.4. Research publication and Awards

Sr. No.	Name of faculty	Year	Momination
01	Dr. S.D. Khaparde	Since Session 2010-11 to session 2014 Sesion	R.T.M. Nagpur University B.O.S. (Social Work) member
		Sesion 2012-2013 onward	Gondwana University Gadchiroli (Social Work)
		2014-2015	Ambekar south M.S.WEms. fileid re-member life member)
	Prof. S.P. Pithade	AASWNAG Session 2014-15 Onward	Gondwana University Gadchiroli B.O.S. (social work)
		2014-15 Onward	Member of Gondwana University Gadchiroli B.O.S. (social work)
		Since 2011-12	Panel member of Lok- Adalat Chimur Court chimur
		Since 2017	Conulation officer S.D.O. Govt. Committee
		From Since 2011-12	Life member NUTA, MASWE,
		Form Since 2015-16	Shikshak Manch G.U. Gadchiroli M.S.W. E.M.S.F. Life member
	Dr. S.N. Wadaskar	2015-16	G.U. Gadchiroli Permanent affiliation Committee
	Prof. Ku. V.S. Kakade	2011-12	Panel member of Lok Adalat Chimur Court
	Dr. C.J. Khangar	2012-13	Child Mal-nutrition committee I.C.D.S.
		2011-12	Health Awareness committee sub. Distrcit officer Chimur
		2011-12 Form 2014-15	NUTA Shisshak Manch G.U.G.
		2014-15	Shisshak Manch G.U.G.
	Prof. H.G. Warghane	2015 Onward	Rugna Kalyan Samiti sub-Distctic hospital Chimur
		Dec. 2010 Onward	Sicle-Cell disase controllol programme Chandrapur District.
		2011 Onword	Block level committee of scholl vality education programme
		2010-11	MUTA, MASWE, Life member
	Dr. G.T. Bansod	2014-15 Onward	Executive member of NUTA Chandrapur distict.
		2015-16 Onward	Joint secretary G.U.G. Shikshak Manch
		2010-11 Onward	Life membership MASwe
	Prof. R.V. Kasare	2010-11 Onward	NUTA,MASWE lifemember MSWEMSF life member.
	Prof. S.P. Zade	2012	M.S.W.E.M.I. Vice-Presisent AASWAAG life member.

	Prof. H.S. Bhaiseare	2014-15	M.S.W.E.M.I. Member & Ambedkar AASWAAG life member.
	Prof. M.B. Rewatkar		MSWEMSF life member
	Prof. R.A. Motghare	2014-15	M.S.W.E.M.I. Member & Ambedkar Asociation life member.
	Dr. S.H. Milmile	2010-11	MSWEMSF life member
		2014-15	NUTA Life member MASWE
		2016-17	Life member shikshak Manndal Meber
	Prof. D.V. Kumare		MSWEMSF life member
			Adivashi Vikas Parishad District- Secretary.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

Consultancy :-

College has not recognised research center to the affilicating university but so many research work giving on through the dpartent of M.Phil. and M.S.W. very soon college is supposed to submit the proposal for recognised higher learning and research center to the consent university for the programme of Ph.d. in social work.

The college is involved in consultancy work for the government programmes, various NGOS, and other organisation for capacity building, startly planning and organisational growth.

- ◆ College are regularly arranged feedback meeting with he respective agencies.
- ◆ Linkage for various purpose like awareness, creation, promotion, implementation, monitoring and evaluation.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

- ◆ The college allowed to the faculty for such consultancy by avail duty leaves.
- ◆ The faculty gives ¼ honorarium received to the college for the students welfare.
- ◆ The expertise of publicised through college website/prospectus.
- ◆ By suggesting name of the faculty for various committee impanelment.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The faculty members are recognised for their local level of expertise, assistance is provide to them by way of allowing them to appoint research assistance, teacher have access to all facilities that are necessary to provide consultancy. teachers providing consultancy are given independence of working.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

Many of the consultancy services are offered on honorary basis hence the revenue generated is very minimal.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

The fund are mainly used for students welfare activities and enrichment of campus area.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

Social work profession and therefore social work education has always been deeply routed in its engagement with neighbourhood community as well as with civil society at large. The institutive engagement with neighbourhood community and civil society organization can be understood at various levels.

Neighbourhool community networking

The college promote such networking every year as a student are placed in various communities like rural, tribal communities where they undertake welfare and development activities through twentyone days bock-placement.

Contribuing for good citizenship :-

The students are offered value based education so as to inlimate good citizenship by being a responsible sensitive human being creating awareness of rights as well as duties among the students and communities.

Co-curricular and extra curricular activities

N.S.S. is a regular co-curricular activity through which faculty and students are involved in extension work to participate in various advocacy events some of the activities students have participate in during the last four years include event regarding corruption movement. blind faith, superstition, Beti Bachao Andolan, alcoholism Ban Andolan, HIV/AIDS awareness programme, sickle cell control programme health awareness programme houstic development of student. woman employment programme etc.

The college offer invites the field practitioners, social activist and also alumni who are trying something innovative in the field or working with marginalised group.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

Even though there are no formal mechanism of tracking the student involvement in various movements there are various informal mechanism.

- ◆ Faculty member are in closed contact with the alumni and keep on tracking the involvement of the students either through mail, facebook, whatsapp group for personal interatcttu.
- ◆ By inviting them as resource person on various occasions.
- ◆ SC, ST, OBC and minority students cell of the college has strong involvement of the alumni who are working on various issues concerning there communities.

- ◆ Student placement and the organisation where alumni are involved in issue based work.

- ◆ College are regularly arranged feedback meeting with he respective agencies.

- ◆ Linkage for various purpose like awareness, creation, promotion, implementation, monitoring and evaluation. .

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The college has implaced a feedback system from the various stakeholders of the college. Feedback is thus taken from the community, parent , alumni, and students of the college and the same is analysed and them studies by the principal along with IQAC to take necessary action .

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The college has constitute different cell and seminar faculty members are interested with the responsibility of eading this cells as co-ordinator the academic calendar of the college prepared by the IQACincludethe yearlong extension and social outreach activities at the baying of the academic year.

Students are informed of the annual plan at the orientation programmes and are involved in all such activities according to their area of interest.

- ◆ N.S.S. Unit get funds for extension activities from Gondwana University.
- ◆ The college also provides fund for organising such programmes in community some time student participant also bear the cost by paying nominal registration fee.
- ◆ In summer programme students mobilised financial resources.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

Thee college gives information to students about the various cell at the time of admission. students are motivated and encouraged to join N.S.S. women students environmental students adult education, sports and various community development services.

There are three to four faculty are the member of the committee in the beginning of the session committee plant out the action plan of the academic year.

- ◆ Orientation programme organised for the each class where the in charge or member of the committee explain the objectives of the committee and proposed plan of the year. students role I committee is also discussed in the orientation programme through which students gets dar5ity about their role.

- ◆ There are incentive mark for been volunteer and participating in N.S.S. and above activities.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

The field action project extension activities community services undertaken by the college disasterresponse by the college. The college encvergagement to the students to involve themselves in various issue of national development such as human right, displaced people, ecological concern,human rights of dalit and tribal, women empowerment endorse te vision, mission, and objective of the college.

All these engagement create a conviction among the students to be involve in people centric movement and activities and also create passion and commitment to work for the people. It helps to imbibe he values of social justice, equality, democraticdivision making, respect for human dignity and human right.

The discussion in the classroom regarding the issues of marginalised communities, issue related to class, caste and gender, implication of policy decision on this groups develop a better understanding regarding the development need of this group.

The college values of democracy and right of decision making transparency. Accountrability and equality is demonstrate at every stage in the governance of the institution., as will as extension and research work. The college not only conduct this activities but session on all the issues are organised in classroom teaching.

**CRITERIAN-IV
INFRASTRUCTURE AN LEARNG RESOURCES**

3.6.6 Social surveys, research or extention work.

Sr. No.	Activity	Date	Organiser
Session 2011-2012			
1	Orientation Reg. peace project to	06/8/11	Athavale College of

	M.S.W., I, II & B.S.W.I, II, III Students		Social Work Chimur
2	Education film show on Environmental Day	05/06/11	-do-
3	Workshop on PRA	27/08/11	-do-
4	Health check up camp	21/11/11	-do-
5	Educational Visit of M.S.W.-II students at Anandwan Warora, Sewagram	27/12/11 to 31/01/12	-do-
6	Rural Camp	20/12/11 to 26/12/11	-do-
7	Rural placement of M.S.W. students	Sept.11 to 2011	-do-
8	Skill Lab Activity of formal & Informal survey	26/12/11	-do-
9	Orientation Class	30/07/11	-do-
10	Freedom week in revelatory	16/08/11	-do-
11	Flag Hoisting	15/8/2011	-do-
12	Teacher day	05/09/11	-do-
13	International literacy day	08/09/11	-do-
14	N.S.S. Foundation day	24/09/11	-do-
15	Child Day	14/11/11	-do-
16	Constitution Day	26/11/11	-do-
17	Women /Youth day	12/01/12	-do-
18	Republic day(Flag Hoisting)	26/01/12	-do-
19	Gurushish pampary (Marathi Dept.)	15/07/11	MarathiDept. ACSWChimur
20	Shuddhalekhan competition	03/ /11	-do-
21	Human Right Day	12/12/11	Athavale College of Social Work Chimur
22	Wel-come day	24/09/11	-do-
23	World population day	11/07/11	-do-
24	Dr. Babasaheb Ambedkar Mahaparivirwan Day	06/12/11	-do-
25	Environmental Visit	01/03/12	-do-

Sr. No.	Activicity	Date	Organiser
Session 2012-2013			
1	World population day	11/07/12	Athavale College of

			Social Work Chimur
2	Annabhau Sathe memorial Day	18/07/12	-do-
3	Orientation programme B.S.W.,I,II,III & M.S.W.-I,II	12/07/12	-do-
4	Hutatma Din	09/08/12	-do-
5	Independent Day (Flag Hoisting)	15/08/12	-do-
6	Shahid Smruti Din	18/08/12	-do-
7	Skill Lab	21/08/12	-do-
8	College Day programme	03/09/12	-do-
9	Internation literacy Day	08/09/12	-do-
10	“Ranging prohitrited	26/07/12	N.S.S. Dept. ACSWchimur
11	Social Equilty week	31/08/12	-do-
12	College establishment day	03/09/12	-do-
13	World litersy day	08/09/12	-do-
14	N.S.S. establishment day	24/09/12	-do-
15	Blood donation Camp	26/09/12	-do-
16	A.I.D.S. Awarness Programme	01/12/12 to 06/12/12	-do-
17	Dr. Babasaheb Maha Parinirvan Day	06/12/12	-do-
	Human Right Day	10/12/12	-do-
18	Rujral Camp and Survey	07/01/13	-do-
19	Flag Hoisting (Republic day)	26/01/13	-do-
20	World Women day	08/03/13	-do-
21	Marathi Bhasha Gaurav Din	26/02/13	Marathi Dept. ACSWChimur
22	Health Cheke-up Programme Student	27/12/12	ACSWChimur
23	Sikale Cell cheke up	26/10/13	-do-
24			-do-
25	Skill lab Activility and formal/informal survey	07/01/13	-do-
26	Environmental Visit	15/03/13	-do-

Sr. No.	Activicity	Date	Organiser
Session 2013-2014			
1	Social justice Day	26/06/13	Athavale College of Social Work Chimur
2	World population day	11/07/13	-do-
3	Social Work Induction Programme	18/07/13	-do-

4	Annabhau Sathe Memorial Day	18/07/13	-do-
5	Fridom Fighter Day	09/08/13	-do-
6	Independence Day(Flag Hoisting)	15/08/13	-do-
7	Shahid smruti Din	16/08/13	-do-
8	Parents & Steke holder Meeting	27/08/13	-do-
9	Inter national literacy day	08/09/13	-do-
10	College day programme	17/09/13	
11	Orientation programme	27//08/13	N.S.S. – ACSW chimur
12	Social equality fortnightly	20/08/13 to 05/09/13	-do-
13	Teachers day	05/09/13	-do-
14	World literacy day	08/09/13	-do-
15	N.S.S. Establishment day	24/09/13	-do-
16	P.R.A. Workshop	10/10/13	-do-
17	Competition exam. Guidance	11/10/13	-do-
18	Sikale Cell Cheke-up Camp	26/10/13	-do-
19	Constitution day	26/11/13	-do-
20	World AIDS Week	01/12/13 to 07/12/13	-do-
21	Self protection training programme for women	24/12/13	-do-
22	Part of Body donation awareness programme.	26/12/13	-do-
23	Rural camp & survey	07/01/14 to 13/01/14	-do-
24	Flag Hoisting (Republic Day)	26/01/14	-do-
25	Women's day	08/03/14	-do-
26	Savitribai Fule Punnathithi Programme	10/03/14	-do-

Sr. No.	Activicity	Date	Organiser
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Session 2014-2015			
1	Social Justice Day	26/06/14	Athavale College of Social Work Chimur
2	Social Work Practicum & Visit of Rural Areas Agency	10/07/14	-do-
3	Annabhau Sathe Memorial Day	18/07/14	-do-
4	Freedom Fighter Day (Hutatama Din)	09/08/14	-do-
5	Independence Day (Flag Hoisting)	15/08/14	-do-
6	Tree Plantation programme	07/06/14	-do-
7	Orientation programme (N.S.S.)	11/07/14	N.S.S. Dept. ACSW Chimur
8	Revolutionary Day (kranti Din)	16/08/14	-do-
9	Sadbhawana Pandharwada	20/08/14 to 05/09/14	-do-
10	Teachers Day	05/09/14	-do-
11	World Literacy Day	08/09/14	-do-
12	Establishment day (N.S.S.)	24/09/14	N.S.S. Dept. ACSW Chimur
13	Mahatma Gandhi and Lal bhadur Birthday Programme	02/10/14	-do-
14	Social Cell check-up Camp	30/10/14	ACSW Chimur
15	Health check-up	30/10/14	-do-
16	World Aid Day	01/12/14	-do-
17	Dr. Babasaheb Amedkar Parivartan Din	06/12/14	-do-
18	World Voter Day	25/01/15	-do-
19	Flag Hoisting Programme (Republic Day)	26/01/15	-do-
20	Marathi Bhasha Gaurav Day	26/02/15	Marathi Dept. ACSW Chimur
21	Environmental Visit	01/03/15	ACSW Chimur
22	National Youth Day	12/01/15	-do-
23	Skill lab formal & informal survey	07/01/15	-do-

Sr. No.	Activity	Date	Organiser
Session 2016-17			
1	International Yoga Day	21/06/16	ACSW/ N.S.S. Chimur
2	Social Justice Day	26/06/16	-do-
3	Tree Plantation programme	01/07/16	-do-
4	Temple and equality Programme	15/07/16	-do-
5	N.S.S. Orientation Programme	30/07/16	-do-
6	Social Work Practicum & Rural Visit	05/07/16	-do-

7	Annabhau sathe Memorial Day	18/07/16	-do-
8	Inter national seminar	24/07/16	-do-
9	Swachha Bharat Padharwada	01/08/16 to 15/08/16	-do-
10	Indepentnce Day (Flag Hoisting)	15/08/16	-do-
11	“Say No To” programme (Crime against woman) Child abuse, Traffic	08/08/16	-do-
12	Internatinal litarecy Day	08/09/16	-do-
13	“KRANTI SAPTAH”	09/08/16 to 16/08/16	-do-
14	Wel-come programme	30/08/16	-do-
15	Bharat Swacchata Abhiyan	30/09/16	-do-
16	World AHINSA Din (Gandhi Jayanti)	02/10/16	-do-
17	Counstitution Day Rally	26/11/16	-do-
18	Dr. Babasaheb Amedkar Mahaparinirvan Din	06/12/16	-do-
19	Youth Day	12/01/17	-do-
20	Wild Animal Week	01/10/16 to 07/10/16	-do-
21	Rural Camp	09/01/17 to 15/01/17	-do-
22	Skill lab Activity or formal & Informal Survey	07/01/17	-do-
23	Cultural Mahotshav	19/01/17	-do-
24	Reublic Day (Flag Hiistoting Programme)	26/01/17	-do-
25	Explosure Visity	27/01/17	-do-
26	Environmental Visit	30/11/16	-do-
27	New year programme	01/01/17	Marathi Dept.
28	Marathi BHAHA Gaurav Din	20/02/17	-do-
29	Pulse- Polio Abhiyan	20/01/17	ACSW/ N.S.S. Chimur
30	Leprosy Awarness and Survey	10/01/17	-do-
31	Drug Addication/Alcolisum	22/01/17	-do-
32	Domesic Animal cheke-up programme	12/01/17	-do-
33	Primary School out of student Survey(N.S.S.)	27/12/16	-do-

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they

complement students' academic learning experience and specify the values and skills inculcated.

The field action project extension activities, community services undertaken by the college disaster response by the college. The college encouragement to the students to involve themselves in various issue of national development such as human right, displaced people, ecological concern, human rights of dalit and tribals, women empowerment endorse the vision, mission, and objective of the college.

All these engagement create a conviction among the students to be involve in people centric movement and activities and also create passion and commitment to work for the people. It helps to imbibe the values of social justice, equality, democratic decision making, respect for human dignity and human right.

The discussion in the classroom regarding the sisues of marginalized communities, issue related to class, caste and gender, implication of policy decision on this groups develop a better understanding regarding the development need of this goup.

The college values of democracy and right of decision making, transparency, accountability and equality is demonstrate at every stage in the governance of the institution as well as extension and research work. The college not only conduct this activities but session on all the issues are organized in classroom teaching.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

The college has adopted a village I which a small library is established books for youngsters and newspaper for older person provide to help the if abased of the world outside.

◆ The N.S.S. unit of the college organised seven days cam in near by rural village in which the N.S.S. volunteers and villagers joint hands and work together for the betterment of the community.

Many of the community based activities were carried out with a active participation of the self help group, mahila mandal, youth groups grampanchayat, capacity building programmes seek to build capability and responsibility sharing by community members.

community participation is one major unit in the UG and PG course

Community organisation and social Action. :-

And the value of community organisation as a value and as an end is imbibed & in the students.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

Sarvodaya, Aadhar, Loksagar, Award, Sahjivan shramasankar sanstha, sun, with a NGO grampanchayat IDS centre PHCCenter, sub-district hospital W.C.L. are some of the examples of constructive relationship with the college of the locality for which the students are working on various outreach and extension activities.

◆ Particularly B.S.W. and M.S.W. students directly involve in the community work where they are directly contact with the community and network a of the agencies in the locality.

◆ We work in a closed collaboration with all NGOs and police station in the areas.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

College get certificates from adjacent villages and adopted village for the extension activities and contribution to the Shedegaon community work and adopted villages, Shedegaon also get Nirmal gram puraskar for the work which was done by college students and villagers.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits

accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

M.Phil students of the college Mr. Rajnish Kowe, Ku. Rita Dadmal, Mr. Prashant Madavi received Rajiv Gandhi National Fellowship (2012-13) and KuSnehal Indurkar received BARTI fellowship for M.Phil.

The college has been collaborating with various organisations research, consultancy capacity building and a field action activities and service provider, thus collaboration help the college to established credibility and given visibility as a research organisation and also has enrich the college. In terms of knowledge and skills. It also has generated placement opportunities for the students.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

Almost for all govt. organisation and NGOS to work with in collaboration for social work practicum, placements, work placements extension activities and various programmes.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology / placement services etc.

- ◆ College of accredited twice with “B” Grade by NAAC
- ◆ The localities, communities, industries offer us the back-up for giving first hand experience towards students regarding quality, S.W.P. training research etc.
- ◆ There is a quantitative growth in placement activities of the college as result of out collaboration with such agencies.

3.7.4 Highlighting the names of eminent scientists / participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

Many eminent personalities have contributed to the event in last few years.

Sr. No.	Workshp/ Seminar/Programme/ Speech	Subject	Date	Guest
◆	One day workshop	“Research methodology”	6 th Septemer - 2012	Dr. Keshav Walke
◆	Two day workshop	“Introductory SPSS”	Oct. 2012	Mr. K.U. Saboo
◆	Oneday Seminar	“Research Methodology”	Dec. - 20114	Dr. Laldas
◆	One day Seminar	“Prevention of Trafficking for commercial sexul Exploration”	Jan. 2015	Mr. Sanjay Pawar National Resource person
◆	One day Seminar	“Utility of sampling & statistics to social science Research”	Dec.- 2016	Dr. Avinash Linge
◆	One day Seminar	“Farmer suicide”	Jan- 2016	Adv.Wamanrao Chatap Ex-M.L.A.(Maharashtra)
◆	One day Seminar	“Human Rights & Tribals	Jan-20144	Dr. Vinayak Tumram
◆	One day workshop	“U.G., P.G. & M.Phil. “Social Work Syllabus”	September - 2013	Board of Study (SocialWork) Gondwana University Gadchiroli
◆	One day Workshop	“U.G., P.G. & M.Phil. “ Syllabus and Curriculum Development”	September - 2013	Board of Study (SocialWork) Gondwana University Gadchiroli
◆	One day programme	Marathi Bhasha Gaurav Din.	Feb.-2016	Dr. Venkati Nagargoje
◆	National Seminar	“21 st Centurial challenges to scheduled caste & Schedule tribes Communal inequality of Different Denomination of India : ICSSR New Delhi.	28 th & 29 th Dec.-2015	Dr. Hari Narke
◆	International Seminar	“Right to Education in Republik India : Myth or Reality, FISE(World Federation of teachers Union)	24 th July - 2016	Dr. Mahruja Khanan Bangladesh
	One day workshop	“Blind faith awareness	2013	Prof. Haribhau Pathode
	Speech on	“Ideal village”	Jan. - 2016	Mr. Chandu Patil Marakwar
	One day conference on	“Importance of Distance Education”	Dec. - 2016	Dr. Prof. Arvind Bondre

3.7.5 How many of the linkages / collaborations have actually resulted in formal MoUs and agreements ? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated

- Curriculum development/enrichment
- Internship/ On-the-job training
- Summer placement
- Faculty exchange and professional development

- e) Research
- f) Consultancy
- g) Extension
- h) Publication
- i) Student Placement
- j) Twinning programmes
- k) Introduction of new courses
- l) Student exchange
- m) Any other

◆ **Curriculum development / enrichment** :- College faculty are involved in curriculum development of social work board in Gondwana University Gadchiroli & some of the faculty are also invite asan subject expert in the Yashwantrao Chouhan Maharashtra Open University.

◆ **Block Placement** :- Our college sent willing students to NGOs for block placement after the completion of theory examination in NGOs., Industries etc.

◆ **Research** :- College inpanelment for conducting evaluation studies, sample survey and providing expert services social 7 ecological activities from Govt. of Maharashtra.

◆ **Consultancy** :- Faculty is associated in the capacity of advisors with many NGo's and GOS that are social work practicium agencies

◆ **Extension** :- The college organised extension activities in collaboration with following organisations.

Self Help Groups
 Ideal Village
 Women organisation
 many Hspitals
 NGO's etc.

◆ **Publication** :- Every year college has publication hand written scripts
 Proceedings seminar – Farmer Suicide- 2016
 ISBN No. :-

◆ **Student Placement** :-
 College has linkage with a various non-Governmental organisations, this organisation approach to the college for the placement purpose.

◆ Introducing new P.G. Courses in pipe line M.A. History,

Sociology, Marathi :--

- ◆ **Students exchange** :- Students exchange through CBCS System.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

All the faculty members are aware of the importance of linkages and collaborations with other organisations. The very nature of social work education required us to be interacting with many government and non-government organisation at various level of functioning the social work practicum required us to place our students in various field agencies. This require continuous linking and collaborating with other organisations. Further college activities like extension work, research and consultancy, field action projects and need to be workinglostconnection with the field. Hence are such committees also are in continuous linking with the agencies.

Any other relevant information regarding research – consultancy and extension which the college would like include.

Sr.No.	Name of faculty	Area of specialisation & Expertise
01	Dr. S.D. Khaparde	L.W.P.M. Expertise- Rural Development
02	Dr. S.H. Milmlile	L.W.P.M. Female Foeticide
03	Dr. G.T. Bansod	L.W.P.M. Right to education I marinalised community
04	Dr. C.J. Khangar	C.D.(Community Development) Stakeholders of ITDP
05	Prof. S.P.Zade	L.W.P.M. Farmer movement in Maharashtra after 1970
06	Prof. D.V. Kumare	C.D.(Community Development) Present situation of Gond,Tribal in Chandrapur & Gadchiroli District
07	Prof. S.P. Pithade	L.W.P.M. M.G. NAREGA Schemerne Central Govt.
08	Prof. R.A. Motghare	C.D.(Community Development) Self-Help Group of dalit Communities
09	Prof. V.S. Kakde	C.D.(Community Development) Panchayat Raj

Consultancy

Sr.No.	Name of faculty	Area of specialisation & Expertise
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01	Prof. H.G. Warghane	Sickle Cell control programme in Chandrapur District. Sarvodaya, NGO
02	Dr. G.T. Bansod	Sanghash Wahini- Nagpur NGO' Award- Nagbhir NGO' Adhar- Nggpur
03	Prof. V.S. Kakde	NGO- Award- Nagbhir
04	Prof. R.V. Kasare	NGO- LokJagar, Chimur
05	Prof. S.P. Zade	Research Bahu-Udeshiya Sanstha- Wadala Pk. Chimur Jivan-Jyoti Utkarsha Sanstha-
06	Prof. S.P. Pithade	Conciliation officer Govt. Committee Dakshata & Shantata Committee
07	Mr. Subhash Sheshkar Superintendent	Maharashtra Rajya Granthalaya Sangh- Mumbai Secretary- Suryakala Sarwajanik Vachnalaya- Chimur

Extension

Sr.No.	Name of faculty	Area of specialisation & Expertise
01	Dr. G.T. Bansod	Awareness to education in the child of nomadic Tribe in gopal communities in Chandrapur & Gadchiroli- District
02	Prof. H.G. Warghane	Sickle-cell control programme
03	Dr. S.H. Milmile	Awareness about poesticide
04	Prof. R.A. Motghare	Improving the self-help group in

- ◆ College organise-blood donation camps in Dharmu-Khapari Village in 2015-16, and 2016-17 Collaboration with district general Hospital Chandrapur
- ◆ Health check-up camp in Chimur collaboration with Acharya Vinoba Bhave hospital Wardha- 2015-16
- ◆ Domestic Animal health check-up camp in Dharmu-Khapri village and Pimpalneri village through N.S.S. Unit 2015-16, 2016-17 & every year Dental check-up camp, Organised through N.S.S. Unit in adopted villages, Shedegaon & Bhansuli.
- ◆ Tree plantation programme in adopted villages Shedegaon & Bhansuli in the month of June-July every year

- ◆ Drug de addiction on alcoholism with collaboration SEARCH & Gondwana University Gadchiroli In Chimr Tauka- 2015-16
- ◆ Shala bahaya state Government programme survey & awareness programme in Chimur- Taluka. Every year regular Programme- since 2010.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The policy of the college is to create and enhance the infrastructure and upgrade the system for facilitating effective teaching learning environment development and quality of the educational programme to some extent depends on the facilitative infrastructure and various learning resources. Accessible for the teacher and the student. This include adequate classroom and spaces for conducting various curriculum and co-curricular activities, Audio-Video equipment, computers and als the learning reources in terms of books, periodicals, electrionic media and e-sources etc.

- The college has building and compus development committee under the chairmanship of chairman of the college which constinually monitor and executes the plan of infrastructure development over period of time and college has continuously, Augent the infrastructure to keep place wit its academic growth adding computers, parking space, conference hal, canteen auditorium, purchasing new and upgrading old computers wi-fi ADMIN and library software, audio, visual aids equipment, furniture, and fixtures and campus development.

4.1.2 Detail the facilities available for

- a) Curricular and co-curricular activities - classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.
- b) Extra -curricular activities - sports, outdoor and indoor games,

gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

4.1.2

The detail of facilities, building on campus are given below.

<u>Floor</u>	<u>Room facility Available</u>
<u>Ground floor</u>	<ul style="list-style-type: none"> ◆ Six (6) Classroom ◆ Library, Reading room ◆ Teaching staff-Room ◆ A Principal Office ◆ Administrative Office ◆ Cultural stage ◆ Canteen ◆ Temple ◆ Gents – 7 Urinals ◆ Gents – 2 Toilets. ◆ Ladies – 3 Urinals ◆ Ladies – 1 Toilet ◆ Water Purifier - 1 ◆ Wel - 1 ◆ Staff Vehicle Parking area ◆ Student Vehicle Parking area ◆ Badminton code ◆ Volleyball code ◆ Double Bar ◆ ◆ Campus Map ◆ Garden ◆ Oxygen Zone ◆ Composed pit ◆ Experimental farm ◆ Fire Extinguisher ◆ Suggestiion Box ◆ Xerox facilities ◆ Notice Boards ◆ CCTV- Camera ◆ Shoe - Racks ◆ News' Paper reading stand ◆ N.S.S./Store Room

- ◆ Teak plantation
- ◆ Mango trees
- ◆ Lemon tree
- ◆ Wi-fi
- ◆ Gandhiji's Statue
- ◆ Maharana Gramin Bigar Shetki Saha. Patsanstha

FIRST FLOOR

- ◆ Seminar Hall/M.Phil. Class room
- ◆ Y.C.M.O.U. Convenore officce One Room.
- ◆ Y.C.M.O.U. One Class Room.
- ◆ College NAAC- Office
- ◆ N.S.S. Programm Officer Office
- ◆ Women Redressal Cell
- ◆ Multi purpose hall
- ◆ Washroom
- ◆ Women Study Centre
- ◆ Freedom Fighter Cell
- ◆ Envirmmental Study Centre
- ◆ Grievance Reddresel Unit
- ◆ Anti Ragging cell

HOSTEL

- ◆ Guest house (Two suits)
- ◆ Boys hostel
- ◆ Baminton Code
- ◆ Volleyball code
- ◆ Kitchenroom
- ◆ Five (5) Bathroom
- ◆ Four (4) Toilets
- ◆ Garden
- ◆ Cultural Stage
- ◆ Well
- ◆ Bore-Wel
- ◆ Seven (7) Rooms
- ◆ Library
- ◆ T.V. Hall
- ◆ Envirmmental Study Centre
- ◆ Grievance Reddresel Unit
- ◆ Anti Ragging cell

HOSTEL

- ◆ Guest house (Two suits)

- ◆ Boys hostel
- ◆ Baminton Code
- ◆ Volleyball code
- ◆ Kitchenroom
- ◆ Five (5) Bathroom
- ◆ Four (4) Toilets
- ◆ Garden
- ◆ Cultural Stage
- ◆ Well
- ◆ Bore-Wel
- ◆ Seven (7) Rooms
- ◆ Library
- ◆ T.V. Hall

GIRLS HOSTEL

- ◆ Three Rooms
- ◆ One Toilet
- ◆ One Bathroom

GREEN CAMPUS :- Surrounded by lush green forest trees, Tadoba bufer Zone, located ChimurWrora Road. The college campus also have lush green play field and wel-maintain plantation, River. Total Campu area of the olege 3 hectar 82. R. (shared)

Curricular an co-curricularActivitties

As stated above there are eight classroom capable of accomoding common and specialisation group cas, library with furniture and fixture audio-video facilities and internet connectivity, multipurpose hall is also used for conducting academic as well as seminar hall

◆ The classroom are also used for the conducting university (YCOU) and other examination

◆ Communication skills, sensitivity workshops, demonstration are conducted in the hall and classroom

◆ Computer education and for academic assignment and research, the college optimally utilised all the available space and resource

FACULTY AND OFFICE SPACE :-

- ◆ Principal office
- ◆ Administrative office
- ◆ Computer and internet connectivity.

- ◆ Furniture and fixtures.
- ◆ Teaching staff room with cupboards, internet facility, which allows adequate space and conducting individual conferences and meeting with student agency supervisor and guests.

- ◆ **Extra curricular Activities :-**

The college has two well equipped multi purpose hall in which various activities such as annual General Boy Meeting, common meeting, principal address college annual day, wel-come day, cultural programmes conference, seminar, workshop, capacity building programme, extra curricular activities like wel-come party, alumni get together, annual gathering, fare-well party, cultural programme, competition, screening and documentaries are arranged throughout the year.

- ◆ **SPORTS :-**

The college has volleyball, Kabaddi, Cricket and open Badminton Code, organised annual interclass and university level inter collegiate sports activity.

- 4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

4.1.3

The college has a master plan, the available infrastructure is in line with its academic growth and optimally utilised the college building and development committee assesses the need and has continuously augmented the facilities from time-to time meet the need and to offer the best possible academic infrastructure and environment.

- ◆ **Library software and computer were upgraded with advanced system :-**

- ◆ Internet and wi-fi connectivity
- ◆ CCTV camera surveillance system install
- ◆ Audio-Visual presentation facility in multi purpose hall
- ◆ Beautification of campus is done periodically apart from this the following or other asigmental facilities.
- ◆ Renovation of toilet
- ◆ Canteen block.
- ◆ Openhitout for students
- ◆ Vehicle parking staff.
- ◆ Additional sports facilities- cricket, open badminton,volleyballcode, babaddiground exercise bar.
- ◆ Inverter back-up in administrative office.
- ◆ **Future plans :-**

- ◆ Ph.d. research centre
- ◆ U.G.,P.G. various courses, started
- ◆ Wel-equipped and wel-furnished library
- ◆ computer lab.
- ◆ Prmenent officliation and 12-B (UGC)
- ◆ Enhance research nnsultancy services.
- ◆ Introduced of traditional nutritions food available on compus
- ◆ Increase in other income sources.
- ◆ Ramp for physical challenger students
- ◆ L.C.D. Projector in every classroom.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

4.1.4 :-

The no differently abled students that seek admission to the B.S.W., M.S.W. and M.Phil programmes is relatively few. On request of the students they are given the assistance by the support staff of the library The library staff members personally hel the visvally or physically challenged students to identify the books and they are allowed to process borrowed books for a longer duration . If there are CDS mobility difficulties., library staff also arranges to send the required books to the students.

4.1.5 Give details on the residential facility and various provisions available within them:

- Hostel Facility - Accommodation available
- Recreational facilities, gymnasium, yoga center, etc.
- Computer facility including access to internet in hostel
- Facilities for medical emergencies
- Library facility in the hostels
- Internet and Wi-Fi facility
- Recreational facility-common room with audio-visual equipments
- Available residential facility for the staff and occupancy Constant supply of safe drinking water
- Security

4.1.5 :-

Hostel Facility :-

At parilty and lavatories lodging, residential facilities, refection quiipments, like-T.V. first and box, puified water, common room, play ground, volleyball code, Badminton code,

Library, Radio on campus residential facility for some support staff is also provided quiet house as made available on occasion to visiting resource person faculty.

security system :-

The college has three watchman on campus, CCTV.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

4.1.6

The health checkup committee of the college conducts medical examination for U.G., P.G. students each year every student has to undergo compulsory health check-up at the beginning of the semester. The committee comprising male and female faculty is interested to look after medical and health issues of students. Medical and health issues of students. A medical first aid box is available in the campus. The college faculty also have good rapport with a renowned doctor to whom referrals when needed can be made. Alumni work as medical social workers in the prominent hospitals and field supervisor in the placement hospitals willingly lend a helping hand to needy students.

FACILITY FOR MEDICAL EMERGENCIES

During medical emergencies hostel residents are assisted to get medical services at sub-district hospital and nearby private doctor.

4.1.7 Give details of the Common Facilities available on the campus -spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

4.1.7

The common following facilities are available on the campus and are used optimally a helping hand to needy students.

- ◆ **IQAC Room**:- The college has IQAC separate room for maintaining documents.
- ◆ **Grievance Redressal Unit** :- Students with grievances directly approach this committee channelised complaints through the principal. The committee makes all possible efforts and inventions to resolve the issues
- ◆ **Anti Ragging Committee** :- For prevention awareness, curbing the menace of ragging incidence among students and handling such complaints. ◆
- ◆ **Career guidance cell** :- Available for students to provide guidance in faculty member and G.O., NGO's machinery available facilities to students for career counselling.

Preparation of curriculum vitae and for interviews facilitating referral services and arranging for campus interviews.

- ◆ **Meeting Room** :- Common meeting room with multipurpose faculty use of regular meeting, discussion, consultation and conducting enquiries etc.
- ◆ **Canteen** :- The college has canteen (Shared) which caters to the staff students and dry scholars who want to avail of it for relaxing during leisure time and open cafeteria / seat out is created adjacent to the canteen. This space also has Wi-Fi connectivity.
- ◆ **Store Room** :- Store room and storing cupboard facility is available for stacking stationery, students academic record and other office documents.
- ◆ **Washroom and Toilet Facility** :- The college gives prime importance to sanitation with a sufficient number of hygienic and clean toilet facilities and washroom for male and female students.
- ◆ **Health care** :- The college has first Aid-Box in sports and N.S.S. unit and in the office. ◆
- ◆ **Sports Field** :- Outdoor facility for volleyball, Badminton kabaddi ground is available.
- ◆ **Gymnasium** :- Gymnasium facility in equipment for fitness, exercise and workout is available in the college.
- ◆ **Vehicle Parking** :- Adequate car and two-wheeler parking space for faculty staff, students and visitor is accessible.
- ◆ **Computer and Internet wi-fi facility** :- The entire campus now has Wi-Fi connectivity, adequate computers are available at the administrative office, library, IQAC room.
- ◆ **Auditorium** :- College has one auditorium, multipurpose hall where the recreational cultural activities seminar workshops, conferences are conducted.
- ◆ **Water facility** :- College has water purifier, supply of safe drinking water at all locations.
- ◆ **Garden and Green Campus** :- The entire campus is green campus with specific trees, shrubs and plants varieties planted over a period of time at strategic locations has created plantation and tranquil institutional ambience. Tranquility of the surrounding creates a suitable academic environment during examination.
- ◆ **Guest Room** :- At the Shivapur Bandar campus two suite guest room is available to accommodate guest of the college. Professionals from other associations visiting accommodation. Female candidates appear for admission test and their parents.
- ◆ **Girls common Room** :- Girls common room has been made available for girl students for relaxation during illness.
- ◆ **Library Facility in the hostel** :- Students have additional access of books or ID card.
- ◆ **Maintenance and repair of Infrastructure facilities Services and equipment use** :- Maintenance of all buildings of the college and hostel is worked after the office superintendent.
- ◆ Maintenance of some of the utilities is outsourced. This includes plumbing, cleaning of safety tanks, electrical fitting and wiring, furniture and fixture repair.
- ◆ Annual maintenance contract is given for maintaining computers, intercom system CCTV, inverters battery etc.

- ◆ Grants received from the directorate of social welfare (Mahaahtra State) include 8% of contingency (non-salary) grant toward maintenance. However it is inadequate and hence finance it rise through donation received from well wishers by the college.

4.2 Library as a Learning Resource

- 4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

The library operates under the guidance of advisory committee that meet periodically & reviews the status & suggests new initiatives. The two committee consists of as follows :-

- 1) Library Management Committee :-

Sr. No.	Name of the Persons	Designation	Signature
1	Prof. Dr. C.P. Rotele	President	Sd/-
2	Prof. S.M. Humane	Secretary	Sd/-
3	Dr. S.N. Wadaskar	Principal/ Treasure	Sd/-
4	Shri. Udaysing Thakur	Member	Sd/-
5	Shri D.P. Rotele	Member	Sd/-
6	Shri R.P. Bangade	Member	Sd/-
7	Shri Madhav G. Biraje	Member	Sd/-

- 2) Library Management Committee :-

Sr. No.	Name of the Persons	Designation	Signature
1	Dr. S.N. Wadaskar Principal,	President	Sd/-
2	Prof. S.M. Humane	Secretary	Sd/-
3	Dr. S.D. Khaparde,	Members	Sd/-
4	Dr. S.H. Milmile	Member	Sd/-
5	Shri Manohar D. Shrirame, M.S.W.	Member	Sd/-
6	Ku. Kusum B. Chachere BSW	Member	Sd/-
7	Ku. Jayashri J. Meshram, M.Phil.	Member	Sd/-

- ◆ Library committee meeting held twice in a year at beginning & end of the session.
- ◆ Review the requirements of library
- ◆ Attend to the problem of library if any
- ◆ Recommended books, journals, periodicals & other library materials demanded by the students.
- ◆ Framing and amending of library rules
- ◆ Open access, need base acquisition.
- ◆ Partially library automation & software development.
- ◆ Books issues & refunded.
- ◆ Access to e-references (online & offline)
- ◆ CCTV camera in surveillance.
- ◆ Wi-Fi enabled reading corner.
- ◆ Reading news paper stand
- ◆ Other infrastructural facilities available & new arrivals display rack, periodical display racks & notice board.
- ◆ Suggestion & complaint Box for feed back.

4.2.2 Provide details of the following:

- * Total area of the library (in Sq. Mts.)
- * Total seating capacity
- * Working hours (on working days, on holidays, before examination days, during examination days, during vacation)
- * Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

The institution have a centralized attached library to the college building. The library has a well equipped furniture & lighted seating cum stack room, special collections, reference, periodicals & circulation counter.

- ◆ The library has sufficient area in sq.mt. in 89.97 (968 sq.ft.)
- ◆ Seating capacity in library 50 chairs.
- ◆ Working his of library :-
Monday to Friday – 9.45 to 5.45 p.m.
Saturday – 9.45 to 1.45 p.m.
Sunday – Holiday
Exam. Timing – 9.00 to 6.00 p.m.
- ◆ Library building :- Attached with main College building in large area

- ◆ A Special Collection of CD Rom databased
- ◆ Computer are provided in the read room as well as accessing the internet with library OPAC.

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The library has initiated various meanstaensure the purchase & use of current journals & reading materials. The library is dedicated to provide need-base supply of resources for enabling the teaching learning & research processes in the institution.

The library has subscribed to e-journals in addition to printed journals besides facilitating access to the resources available in the open access.

- ◆ Maintenance of C.D. Rom database collection.
- ◆ Book collection in partially clarified curing DDC e-in 20
- ◆ Journals arrange in alphabetically in display racks.
- ◆ Password of e-resources are provided to the users / members.
- ◆ New arrivals books are displayed on a rack.
- ◆ List of new arrivals is displayed in notice Boards.
- ◆ OPAC helps easy access to new titles.
- ◆ SDI/CAS services are off line/online.

Library holdings	Year -1 (2013-14)		Year – 2 (2014-15)		Year – 3 (2015-16)		Year – 4 (2016-17)	
	Num- ber	Total Cost	Num- ber	Total Cost	Num- ber	Total Cost	Num- ber	Total Cost
Text books	166	38980	237	76517	162	20120	275	65515
Reference Books	78	--	99	--	106	--	00	--
Journals/ Periodicals	22	3854	24	5973	24	10868	25	13198
e-resources	02	--	07	--	14	--	00	--
Any other (specify) (Donated Books)	55	--	10	--	16	--	15	--
General Books	355	34764	79	15068	21	1273	28	2514
Manuscript	--	--	--	--	--	--	08	--

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

* OPAC

- * Electronic Resource Management package for e-journals
- * Federated searching tools to search articles in multiple databases
- * Library Website
- * In-house/remote access to e-publications
- * Library automation
- * Total number of computers for public access
- * Total numbers of printers for public access
- * Internet band width/ speed □ 2mbps □ 10 mbps □ 1 gb (GB)
- * Institutional Repository
- * Content management system for e-learning
- * Participation in Resource sharing networks / consortia (like Inflibnet)
- ◆ The library has been partially in its structure & facilities with ICT to make it friendly
- ◆ The library is partially automated in working in progress.
- ◆ The access to e-journals in library manage through user-name & passwords
- ◆ Search facility is provided for multiple databases i.e. e-journals, e-books, CD Rom data bases with bibliographic control.
- ◆ Five computer are provided in library for public access.
- ◆ One printer is arrange.

4.2.5 ♦ Institutional library with repository certain dissertation & thesis. Provide details on the following items:

- * Average number of walk-ins (per year) - 3478
- * Average number of books issued/returned(per year) - 2944
- * Ratio of library books to students enrolled – 13 : 1
- * Average number of books added during last three years - 224
- * Average number of login to opac (OPAC) --
- * Average number of login to e-resources --
- * Average number of e-resources downloaded/printed --
- * Number of information literacy trainings organized (per day) --
- * Details of "weeding out" of books and other materials

	2014-15	2015-16	2016-17
No. of book added	336	268	275
Text+ Ref.	(237+99)	(162+106)	(275+00)
Average No. of books added per year	293		

4.2.6 Give details of the specialized services provided by the library :-
We extend specialized library services to its stakeholders. There services included as :-

- * Manuscripts College publication.
- * Reference Services
- * Reprographic services
- * ILL (Inter Library Loan Service)
- * Information deployment and notification (Information Deployment and Notification)
- * Download& Printing services available.
- * **Reading list/ Bibliography compilation**
- * In-house/remote access to e-resources
- * User Orientation and awareness
- * Assistance in searching Databases
- * INFLIBNET Services (N-List) is available facilities

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

- ♦ Catalogue search services.
- ♦ Document delivery services.
- ♦ Information Retrieval services.
- ♦ Books are classified using DDC.
- ♦ CAS services (Current Awareness service)
- ♦ New clipping services.
- ♦ Library Assistance :- The library faculty being competent in guiding students in their research.
- ♦ Books exhibitions services :- The library arranges book connection with library day on 27 th Aug. per year.
- ♦ Library Orientation programmes held at beging of the college.
- ♦ Promotion Talks and demonstration session :- The library arranges promotion talks for enhancing the use of library OPAC, resources & services.

helping &

exhibitions in

4.2.8 What are the special facilities offered by the library to the

challenged

visually/physically challenged persons? Give details.

- ◆ The institution gives admission to the visually / physically students and we have made the following facilities for them :-
- ◆ Ramp for the physically challenged.
- ◆ Electronic resources for the visually challenged.

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

Yes

- ◆ The Library get feedback through various means & it is taken up deliberated on and decisions are made by advisory committee.
- ◆ There is a permanent suggestion&complaint base to get feedback its users
- ◆ Library open House is conducted for the students for collecting feedback on library services.
- ◆ There is informal circuit as a “Library information Boucher”.
- ◆ The feedback is analyzed& acted upon in two ways. Minor problems mentioned in the feedback are solved by the library faculty & major ones are referred to the advisory committee.

4.3 **IT Infrastructure**

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system) = 05
- Computer-student ratio = 11: (35X100÷320)
- Stand alone facility :- --
- LAN facility :- Available
- Wi-fi facility :- Available
- Licensed software :- AIB-MAN DTD 06/02/2015
- Number of nodes/ computers with Internet facility :- The interactive IT enable teaching-rearing facilitated through modem can also be accessed off campus.
- Any other :-

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

All the faculty members and office administrative staff has access to the upgrade computers at the institute and interne oninactivity in all ten computers internet facility are available for students and staff on campus. administrative office, college building, Library, canteen have wi-fi internet connectivity facility.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

As per the college policy plan and strategies the college has been continuously developing and upgrading the system and software. Recently the library software has been upgraded the librarian and other library staff are also will inform about the current IT-facilities available. Latest version and software thy help staff members and students to become comfortable in the use of computers. Most of the computers are upgrade windows VII and microsoft latest version with conduct computer training and also depute library and non-teaching staff for advanced training courses.

4.3.4 Provide details on the provision made in the annual budget for procurement, up gradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

The provision pertains to procurement, upgradation development and maintenance of the computer and their accessories annual maintenance contract is provided in the annual budget of the college if enquire additional budgetary approval is sort from the management.

Statement of procurement, upgradation deployment and maintenance of the computer and accessories – Year wise.

Equipment	2012-13	2013-14	2014-15	2015-16
Electircal Exp.	43160		34900	31220
Printing & Xerox	9573	7304	9731	15555
Computer	2130	2860	12033	10420
Telephone	1235	3074	4489	4049

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

The college facilities staff and under dents by creating awareness, conducting orientation,training for the knowledge upgradation.

Interested faculty and staff care regularly deputed for advance training seminar and workshops-some faculty members have their laptop and have internet accessibility, so faculty un use computer as and ad aid in teaching. Each faculty has been given exclusive login Id for auessing e-resources through infilbert programme and other facilities which contain various database.

The library staff assist the faculty and students in browsing web e-resources archietak material e-learning sources, e-books and journals.

Since advancement of computer wi-fi internet connectivity, addition of e-resources books and journals there has been substantial rise in user and also extensive use of ITC resources.

Application of computers and browsing references for assignments, reading and research.

- 4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

The availability of IT resources enable more self directed and active learning abilities the capacity building for computer use has also help the to prepare assignments and research report.

Some computers have internet facility, printing, Xeroxing and scanning facilities, student to engage themselves in searching and downloading books and critical, while writing assignment or carrying out review of literature.

The use of internet is a handy media for the students particularly for preparing their assignments on given contemporary issues for research work and it had made presentation more interesting as they also made use of illustration and short film video etc.

- 4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

At present the college does not avail the connectivity of the national knowledge network however the process of awaiting membership and connectivity is in progress

Over the period of last five year the college has continuously augmented the infrastructure, library, upgradation of system, development of campus to keep pace with its changing needs an academic growth of the college. This is to facilitate social work student to grow in a more user and ecofriendly academic environment.

4.4 Maintenance of Campus Facilities

- 4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the

following facilities (substantiate your statements by providing details of budget allocated during last four years)?

The College receive, grants from social welfare departments in the form of contingency fund for maintenance.

The fund received are utilize only for the heads permissible under the scheme.

a.	Building
b.	Furniture
c.	Equipment
d.	Computers
e.	Vehicles
f.	Any other

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The office superintendant along with the accountant and library staff are accountable for the upkeep of the infrastructure facilities and equipments of the college principal, IQAC and purchase and planning committee take periodical review regarding timely requirements.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?

Calibrations exercise is undertaken twice in a cademic year i.e. before commencement of academic session mid of the academic year and at the end of the year incase requires need based review is taken.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

Safety measure are taken while placing the sensitive equipment. Equipment like UPS, stabilizer , Inverter, fire extinguisher, CCTV, electric motor pump are installed at appropriate place cleaning of water tank is alone monthly antivirus package are installed for safety of data.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

The college publishes the prospectus every year and all the students are informed about all the details this give complete information about the admission entrance test and the fee structure Govt. rules and reservation seats, scholarships, curriculum, important dates, major events, examination specialization hostel, canteen, etc.

The college adhered to all the programme and none lines given in the prospectus.

5.1.2 Specify the type, number and amount of institutional scholarships / free ships given to the students during the last four years and whether the financial aid was available and disbursed on time?

Scholarship and free ship given to the students during last four year,

Endowments

Free ship (GOI)

Scholarship (GOI)

Other Financial support

The college facility also tries to mobilize fund for their personal redoubles to prevent the students from dropping out due to financial problems.

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

5.1.4 What are the specific support services/facilities available for S Students from SC/ST, OBC and economically weaker sections

S Students with physical disabilities

S Overseas students

S Students to participate in various competitions/National and International

◆ Medical assistance to students: health centre, health insurance etc.

◆ Organizing coaching classes for competitive exams

◆ Skill development (spoken English, computer literacy, etc.,)

◆ Support for "slow learners"

◆ Exposures of students to other institution of higher learning/

corporate/business house etc.

◆ Publication of student magazines

Sr. No.	Category	Support service/facilities.
1	Students from SC/ST OBC, and economically weaker Section	Who belong to economically weaker section, college organising various workshops, seminars for preparing competitive exams.
2	Students with physical disabilities	Special help by all faculties and staff
3	Other state students	The college also support the out of state students by providing hostel, and necessary documents' of the state they get the Scholarship and hostel fee from their state Provide guest house to parents and visitors.
4	Student participate in various competition	College entry fee provides wi- if require.
5	Medical assistance to the student	Health check up twice a year and Travelling help to sick students.
6	Skill development	We run regular classes for spoken English tutorial facility.
7	Support for slow clearness	Yes- Offered through providing special attention by the class teacher and subject teacher.
8	Support for past learner	Support all faculty and subject teacher provide extra knowledge and reading material to compete university exam. To go as a merit list of the university.
9	Exposure of students to other institution of higher learning/ corporate/business/ho use etc.	Yes- Through study tour exposure visit observational visit, environmental study tour, interaction with such institutional functionaries. In the college along with videos and PPT's documentaries.
10	Publication of student magazines	Yes- Sawad, lehni, jagrutionjal, chandanach sugandh handscript magazines published annvually.
11	Financial help	Short term loan provided to pror and needly students through patsanstha with the recommendation of principal.
12	Book bank	Books provided through book bank schemes to students for the period of examination by taking deposits as a security.
13	Canteen facility	Provide breakfast, tea etc. To students on concession rate.
<p>Medical Assistance :- The annual check up is a university supported welfare initiative. Medical check-up newly admitted students is done in beginning of the every semester whenever required students are referred to specialist for further follow-up. Students with recrring are serious health problem are referred to sub district hospital.</p>		

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

The college organize various workshops held on the themes like enterprenenship development NGO management, soft stcuils which are essential in this regards. The students benefited by such efforts and many of our students have started their own NGO's and entrepreneurs.

5.1.6 Enumerate the policies and strategies of the institution which

promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

- * additional academic support, flexibility in examinations
- * special dietary requirements, sports uniform and materials
- * any other

The college has specific committee of the teacher and the student representative who look after this task like SRC, N.S.S., environmental study, women study, actuarial, sport committee etc, they look after the programmes to be executed every year mendaciously chalking of the activities. It is the policy that every students of U.G. and P.G. should get at least one chance to participate in co-curricular and extra curricular activities so they get chance to work as a volunteer.

The committee organize college level activities for all the students and prepares panel of student who then represents the college in inter collegiate programme/competition. The event wise screening is held every year so that new students also get the chance to participate.

The student to participate in such activities are further given consideration regarding their assignments in the classes by allowing them to compensate the work missed by doing additional work students also get the additional credit for the participation like in cases of N.S.S. activities environmental studies, women studies at to time they are given attendance for the period they missed.

Additional academic support, flexibility in examination usually we offer support to such students by providing them notes consideration attendance, these activities rarely crashed with college exam in such cases we are flexible and take their exams on other days allow them to submit the assignment little late

Special dietary requirements, sports uniform and material, sports material and uniforms are provided students are guided about their clattery requirements when in camp and study tour.

Any other entry fees given by the college.

- 5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.

Carrere guidance cell offer special guidance to the students willing for various competitive examination like, as a UGC, NET, SET, Exam.

Every year students are appeared and some students are success in this exam.

Every B.S.W., M.S.W. and M.Phil are the beneficiaries of such programme till know more than 260 have benefited. NET, SET Passed Student 19

5.1.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

Academic counseling :-

The college has a systemaised mentoring system. That caters to the academic and personal counseling of students every teacher is responsible for ten to fifteen students as mentor. The mentos teacher collect information from the students to assess the needs of the mentnee students and identify the speicby are for the counseling. The mentor teacher they meet the mentee personally and periodically talks to the maintenance to counsel him/her about academic performance.

The teacher as a mentor also provides necessary guidance and counseling to the advance and slow learness as per their need.

Career counseling :-

The college has an employment and career guidance cell that focus on career guidance and counseling to the students throughout the year the cell conducts career counseling session and pre recruitment training session prior to campus recruitment. The news and notices regarding carrier opportunities are displayed on notice board.

Alumni interaction with students for providing career guidance and counseling.

Our college student established SUN organization run competitive exams and cares guidance with collaboration Govt. officers like, S.D.O. Tahsildar and deputy Collector.

As practice social worm practicum supervisor offer guidance and counseling to the needy students placed with them. Referral services are given to the student in case they need.

Academic and career counseling is offered by the respective subject teacher were as the career and counseling cell focused on professional guidance and offer counseling to the student through group session personal interaction programmes on soft skill like how to face interview, communication skills are also regularly organize which are very popular among the students.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

Yes-

The college has formal structure, mechanism for carrier guidance and placement of students in the form of carrer and counseling cell, various activities are undertaken through the cell specially on job opportunities and inputs on soft skills helpful in enabling them to be employable and become professionals.

The college has student employment cell provides opportunities to our students in social work profession. At the same time throughthis we are attempting to be liaison between the qualified students for our college and organization. This will help the students to seek job opportunities and the organization in their programmes.

Students carrier guidance cell remain while active during the current session advertisement about various employment opportunities were displayed on the college notice board

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Yes

The college has a proactive student grievance redressal to look into student grievances interact with students regarding their problems and report to the principal about the grievances received. The collge constitute committee at the start of every academic year.

- ◆ Grievance committee
- ◆ Anti ragging cell
- ◆ Women grievances redressal committee
- ◆ Students welfare committee.

The Mechanism work as follows :-

The committee looks into the details (including talking to concern faculty) check the personal records and the students also allow to present the case to the grievance committee.

- ◆ As soon as a complaint worthily of hearing is received the same is handed over to the in charge of the related committee with a time bound schedule for disposal of the case.

◆ The in charge then conveners a meeting to discuss the complaint the committee summons both the complainant and the accused is they so which and after the examination and recording of both the parties and evolution of the whole situation arrives at an appropriate conclusion and make recommendation to the principal for necessary action.

During the last four academic years six(6) cases have been dealt with.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

College constitution women grievance redressal committee constituted by principal, handle the issue of sexual harassment.

But there is no any such complaint till today.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Yes

The college allows a strict policy of prohibiting ragging of any kind on the campus. The students are informed about this decided of zero tolerance as well as none compromising outcome of ragging at the beginning of the academic session at the induction and orientation programme conducted by all class teacher.

The college has and anti ranging committee in place and antiragging as per the rules and norms of govt. and university.

Not a single case of ragging reported during last four years.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

The welfare measures to support student are as follows :-

Canteen, health check-up, first aid box, open space with wi-fi facility, sports, GOI-Scholarships students welfare board for students development award for meritorious student, bus and railway concession for students forms / scheme are made available in to office.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

Alumni association established in the college in the year of 2003 . We active alumni, association, alumni are regularly involved in seminar, workshops of certain components of the academic programme as a member of

quality development committee. As assessors during group discussion and interview conducted in the admission process as resources person on specific subject in a resource mobilization offersts, logistic and other support during study tour, suggestions during curriculum development etc. Alumni are also involved as a members of IQAC

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student progression	% (2013-14)	% (2014-15)	% (2015-16)	% (2016-17)
UG to PG	--	--	--	--
PG to M.Phil.	18.00% (51)	32.00% (40)	100.00 (40)	36.00% (55)
PG to Ph.D.	--	--	--	--
Employed - Campus selection - Other than campus recruitment	(07) (02)	(13) (00)	(30) (10)	(17) (03)

5.3.1 :- Student Progression to Higher Education :-

Sr. No.	Particulars	Year					
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
1	Student Progression	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
2	U.G. to P.G	32	30	28	27	31	36
3	M. Phil.	04	05	07	07	09	13
4	Ph.D.	01	04	08	02	03	01
5	Employment	22	25	25	15	15	10
6	Campus Selection	22	06	07	13	30	17
7	Other than cmpus Recruitment	06	01	02	00	10	03

7

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/ district.

5.2.3 How does the institution facilitate student progression to higher level of education and/ or towards employment?

The college has its M.Phil. programme which is known to the students through the prospectus and our orientation programme these in terested in academics and research errol after their post graduate degree or some do so after some years to work

experience those who aspire for higher education at other institute of repute are encouraged to prepare for and enroll in this programme. The principal address the passing out batches of students about this possibilities the trend clearly indicate that no of students who are seeking admission for M.Phil. and Ph.d. within out side universities is growing.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

- ◆ The college has the semester system at U.G. and P.G. hence every semester the progress of students is monitored.
- ◆ The students who are weak in field practicum are given remedial field work which is supervised in a more faulting monnet.
- ◆ There is a separation of rules of field work supervisor and individual guide so that the academic monitoring roles and mentoring roles do not obstruct each other and create barriers.
- ◆ Those students who are weak or likely to be a failure level in their performance are guided separately by the individual guide or any other facility to boost their spirit and given personalized input to enhance their performance.
- ◆ Those weak in theory are guided by the subject teacher by providing extra reading for easy to understand material. They are also encouraged to solve old question paper from the exam papers bank in the library . This are checked by the special faculty following which inputs are given for correction and improvement.
- ◆ The college also has mechanism of reporting weak students in the faculty meetings so that collective efforts can be made to take such students forwards.

5.3 **Student Participation and Activities**

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

Our college organizes sports events annually as a part of annual social gathering usually areorganiz range of sports and cultural events which is well participated by the students of UG and PG the events are as follow:-

Sr. No.	Session	Events	No. of Participant students	Total Student
---------	---------	--------	-----------------------------	---------------

			U.G.	P.G.	
01	2011-2012	Volley Ball	02	01	03
02	2012-2013	-do-	02	01	03
03	2013-2014	-do-	01	02	03
04	2014-2015	-do-	01	02	03
05	2015-2016	-do-	01	02	03
06	2016-2017	-do-	02	01	03
07		Total			18
01	2011-2012	Chess	01	01	02
02	2012-2013	-do-	01	01	02
03	2013-2014	-do-	00	02	02
04	2014-2015	-do-	02	00	02
05	2015-2016	-do-	01	01	02
06	2016-2017	-do-	02	00	02
07		Total			12
01	2011-2012	Kabbadi	02	00	02
02	2012-2013	-do-	02	00	02
03	2013-2014	-do-	02	00	02
04	2014-2015	-do-	00	02	02
05	2015-2016	-do-	00	02	02
06	2016-2017	-do-	00	02	02
07		Total			12
01	2011-2012	Kho-kho	01	00	01
02	2012-2013	-do-	01	00	01
03	2013-2014	-do-	00	01	01
04	2014-2015	-do-	00	01	01
05	2015-2016	-do-	00	01	01
06	2016-2017	-do-	01	00	01
07		Total			06

Sr. No.	Session	Events	No. of Participant students		Total Student
			U.G.	P.G.	
01	2011-2012	Slow cycling	01	01	02
02	2012-2013	-do-	01	01	02
03	2013-2014	-do-	01	01	02
04	2014-2015	-do-	02	00	02
05	2015-2016	-do-	00	02	02
06	2016-2017	-do-	01	01	02
07		Total			12
01	2011-2012	Musical Chairs	01	01	02
02	2012-2013	-do-	01	01	02
03	2013-2014	-do-	00	02	02
04	2014-2015	-do-	01	01	02
05	2015-2016	-do-	01	01	02
06	2016-2017	-do-	01	01	02
07		Total			12

01	2011-2012	Long jump	01	01	02
02	2012-2013	-do-	01	01	02
03	2013-2014	-do-	01	01	02
04	2014-2015	-do-	01	01	02
05	2015-2016	-do-	01	01	02
06	2016-2017	-do-	01	01	02
07		Total			12
01	2011-2012	Gola Fake	01	01	02
02	2012-2013	-do-	01	01	02
03	2013-2014	-do-	01	01	02
04	2014-2015	-do-	01	01	02
05	2015-2016	-do-	01	01	02
06	2016-2017	-do-	01	01	02
07		Total			12
01	2011-2012	800mtr.Cycling	01	01	02
02	2012-2013	-do-	02	00	02
03	2013-2014	-do-	02	00	02
04	2014-2015	-do-	01	01	02
05	2015-2016	-do-	00	02	02
06	2016-2017	-do-	00	02	02
07		Total			12

Sr. No.	Session	Events	No. of Participant students		Total Student
			U.G.	P.G.	
01	2011-2012	Cricket	01	01	02
02	2012-2013	-do-	01	01	02
03	2013-2014	-do-	01	01	02
04	2014-2015	-do-	01	01	02
05	2015-2016	-do-	01	01	02
06	2016-2017	-do-	01	01	02
07		Total			12

Inter collegiae Turnaments in veryous sports as given belos is organized by the Gondwana University Gadchiroli

Session – 2014-15

Sr. No.	Activity	Name of participant	Classes	Venue
1	Volley Ball Turnament	Mr. Amit R. Patil	MSW-I	Govind prabhu Mahavidyalaya Tal Balapur Dist. Chandrapur
2		M. Akash S.Tirankar	-do-	
3		Mr. Rahul J. Badwaik	-do-	
4		Mr.Shrikant P. Bhusari	-do-	
5		Mr. Amol s. Thaware	-do-	
6		Mr. Mithun B. Ingole	-do-	
7		Mr. Ravi B. Shambharkar	MSW-II	
8		Mr. Santosh G.Sahare	-do-	

Session – 2014-15

Sr. No.	Activity	Name of participant	Classes	Venue
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1	Kho-Kho	Mr. Vijay B. Gaikawad	MSW-I	Vivekanand Mahavidyala Bhadravati Dist.Chandrapur
2		Mr. Suboh A. Ghonmode	MSW-II	
3		Mr. Satyawan R. Munghate	MSW-I	
4		Mr. Swapnil H. Bawankar	BSW-II	
5		Mr. Chandrashekhar N. Jambhule	BSW-II	
6		Mr. Ashish B. Patil	BSW-II	
7		Mr. Swapnil G. Majgawale	MSW-II	
8		Mr. Avinash N. Keram	BSW-II	
9		Mr. Pramod D. Yerme	BSW-III	
10		Mr. Ravi B. Shambharkar	MSW-II	
11		Mr. Chakradhar M. Atram	BSW-II	

Session 2014-15

1	Volley Boil Trial	Mr. Rahul J. Badwaik	MSW-I	Shinde Mah Bhadrawa Dist.chandrapur
2		Mr. Shrikant P. Bhusari	MSW-I	

Session 2014-15

Sr. No.	Activity	Name of participant	Classes	Venue
1	Chess	Mr. Ravi B. Shambharkar	MSW-II	Sardar Patel Mahavidyala Chandrapur.
2		Mr. Santosh G. Sahare	MSW-II	
3		Mr. Govind S. Bokade	MSW-I	
4		Mr. Sureshs D. Dharne	MSW-II	

Session 2014-15

Sr. No.	Activity	Name of participant	Classes	Venue
1	Kabbadi	Mr. Swapnil G. Majgawale	MSW-II	Dnyanesh Mahavidyala Navargaon.D Chandrapur
2		Mr. Ravi B. Shambharkar	MSW-II	
3		Mr. Amol S. Thaware	MSW-I	
4		Mr. Swapnil H. Bawankar	BSW-III	
5		Mr. Chakradhar N. Jambhule	BSW-II	
6		Mr. Avinash N. Keram	BSW-II	
7		Mr. Ashish B. Patil	BSW-II	
8		Mr. Vijay B. Gaykawad	MSW-I	
9		Mr. Satyawan R. Munghate	MSW-I	
10		Mr. Chakradhar M. Atram	BSW-II	
11		Mr. Akash S. Tirankar	MSW-II	
12		Mr. Govind S. Bokade	MSW-I	

Session 2015-16

Sr. No.	Activity	Name of participant	Classes	Venue
1	Kabbadi	Mr. Akash S. Tirankar	MSW-II	Dnyanesh Mahavidyala Navargaon.D Chandrapur
2		Mr. Avinash N. Keram	MSW-II	
3		Mr. Chakradhar N. Jambhule	MSW-I	
4		Mr. Swapnil H. Bawankar	BSW-III	
5		Mr. Khomeshwar U. Gedam	BSW-II	
6		Mr. Pradip P. Madavi	BSW-II	
7		Mr. Sanjay D. Wasake	BSW-II	
8		Mr. Govind S. Bokade	MSW-I	
9		Mr. Chakradhar M. Atram	MSW-I	

Session 2015-16

Sr. No.	Activity	Name of participant	Classes	Venue
01	Chess	Mr. Govind S. Bokade	MSW-II	Sardar Pat Mahavidya Chandrapu
02		Mr. Shahajhan Z. Pathan	BSW-III	
03		Mr. Akash A. Bankar	BSW-I	
04		Mr. Shubham A. Dudhe		

Cultural Programmes

The college annually organizes social gathering the programmes are disided and executed by the student represantative concil the usealy held competitions are as folows :-

Sr. No.	Competition	No. of participant.
1	Debate competetion	06
2	Fancy dress	12
3	Antakshari	15
4	Mehandi	10
5	Rangoli	15
6	Dance competetion	20
7	Quiz competetion	20
8	Group Dance	25

Cultural activity participatin at inter collegiate competition 2012 to 2016

Group dance :- 15 Student

Year			
2013-14	2014-15	2015-16	2016-17
28	27	31	36
07	07	09	13
08	20	03	01
25	15	15	10
07	13	30	17
02	00	10	03

Dr. S.H. Milmile & Dr. C.J. Khangar.

- 5.3.2 Furnish the details of major student achievements in co- curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Workshop/ Seminar attended by the students
Session 2013-14

Sr. No.	Class	No. of Students	Activity	Date	Level
1	M.Phil.	18	One day seminar on Research methodology	23 Dec. 2014	State Level
2	MSW Sem.IV	32	-do-	-do-	-do-
3	MSW Sem. II	28	-do-	-do-	-do-

4	BSW. Sem. VI	24	-do-	-do-	-do-
5	M.Phil.	20	Seminar on Human Right and Tribal	5 Jan. 2014	College level
6	MSW Sem.IV	42	-do-	-do-	-do-
7	MSW Sem II	28	-do-	-do-	-do-
8	BSW Sem VI	29	-do-	-do-	-do-
Session 2014-15					
1	M.Phil.	19	अनैतिक व्यापार व महिलांचे संरक्षण	5 Jan. 2015	College level
2	BSW Sem.VI	21	-do-	-do-	-do-
3	BSW Sem. IV	18	-do-	-do-	-do-
4	BSW Sem. II	27	-do-	-do-	-do-
5	MSW Sem.IV	41	-do-	-do-	-do-
6	MSW Sem. II	39	-do-	-do-	-do-
Session 2015-16					
1	BSW Sem. II	40	Farmer suicide separate Vidarbha State	Dec. 2015	College level
2	BSW Sem. IV	38	-do-	-do-	-do-
3	BSW Sem.VI	32	-do-	-do-	-do-
4	MSW Sem. II	44	-do-	-do-	-do-
5	MSW Sem. IV	45	-do-	-do-	-do-
6	M.Phil.	15	-do-	-do-	-do-
7	M.Phil.	07	21 Centurial challenges to scheduled castes & schedule Tribes communal inequality of different Denomination in India.	28 th & 29 th Dec. 2015	National Seminar
Session 2016-17					
1	M.Phil.	19	Seminar on utility of sampling & statistics in social science research	29 Dec. 2016	Regional Level
2	MSW Sem. IV		-do-	-do-	-do-
3	MSW Sem. II		-do-	-do-	-do-
4	BSW Sem. IV		-do-	-do-	-do-
5	BSW Sem. VI		-do-	-do-	-do-

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

We usually organized supervisor meeting in which the agency supervisor are invited they give us feedback on the areas where the students need personality based improvement on the basis of their suggestions we incorporate the changes after deliberation in the college development committee.

Since the faculty members have good contacts with various organizations where students are placed or seek jobs we do get informal feedback their suggestions are seriously considered and implemented through various academic and co-curricular activities of the college.

The alumni who recruit our students also give us informal feedback like need for improvement in drafting skill, communication skill computer used functionally etc. This feedback is incorporated in the orientation programme and various

academic inputs by the faculty.

The students feedback on course, teaching and other aspects of the college is taken every year. The principle gives and discussed the complete feedback to each faculty member which is utilized to improve the performance and quality.

- 5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

The college collected the various article of the students and published hand script every year.

The college published the proceedings of the seminar farmer suicide in the year- 2017

- 5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

As per Maharashtra University act student council for every session is from in the college to the scheduled provided by Gondwana University, student council consists as per the direction of the Gondwana university Gadchiroli.

The member of the student's council they elect president and secretary from among themselves the name of the duly elected secretary is communicated to the director of the student welfare board of the university.

Every year following activities are undertaken by the student's council.

1. Inauguration / swearing in of the new year
2. Welcome to new come.
3. Teacher day
4. Annual sports
5. Annual social gathering
6. Farewell to outgoing students.

In addition to these activities student's council also conducted various programmes on personality development sports and cultural activities, extension activities under the banner of N.S.S. and field action programme, career guidance cell etc.

Giving platform to the talent of the students to build confidence of the individuals performance, stage during, preparation and planning of group events and presentation opportunities of team work.

Students council is one of the healthy practices it plays a very vital role in maintaining discipline in making the campus ragging free

in solving grievances in curricular and extra curricular matters. It is a handy mechanism to reach the students the main objective of the body is to channelized the energy of the youth leading to harmonious personality development optimising the possibilities of the personal and professional growth in short this forum prepares the student to may role of useful and different citizen in their latter years.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

- ◆ IQAC
- ◆ SRC
- ◆ Anti Ragging Cell
- ◆ Library Advisory Committee
- ◆ Sports committee
- ◆ Students grievance redressal cell
- ◆ Cultural Committee.
- ◆ Alumni
- ◆ Students welfare Board
- ◆ N.S.S.
- ◆ Womens Grievance redressal committee etc.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

Any other relevant information regarding Student Support and Progression which the college would like to include.

The College has good network with the alumni and the former faculty of the college we have update the existing data and have computerized the complied data of the alumni stating batch, specialization, personal and professional bring and contact detail (postal telephone, e-mail) of a large no of alumni since the inception of the college all the alumni and the former faculty of the institute and the staff member were invited for the college annual day cultural programme, special alumni get together college day programme etc.

The college invites the forward faculty and the alumni for special guest lecture on relevant topic. Our alumni also function as invited member on the IQAC. Many alumni are invited to the college to share their professional experiences and get expertise with the current students and to update their knowledge.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

Though the college governed by the state government and the college administration is bound by the policies trend by the department of higher education and social justice and special assistance directorate pune from time to time

The vision and mission of the college is in accordance with the objective higher education policy and addresses the contemporary need of all the stakeholders including the students and the society as it aspires for creating competent professional social workers, ready to face any challenges. The vision mission statement are as follows :-

Vision :-

To build a vibrant and inclusive learning community in culture of excellence sustained by a sound value system that aromates responsible citizenship and efforts social change.

Our Mission :-

- The Athavale college of social work aspires to become an excellent abode of knowledge, that is sturdy, committed futuristic and neponte centered and that addresses the intricacy of human conditions
- To tell of professional knowledge, skill and attitudes necessary for building a democratic society that is liberation cultured and empowered.
- To develop a cadre of professionals who will strive towards building a society that is inclusive, free from exploitation and who will be sensitive to the emerging challenges at the local, regional, national and global level.
- The Athavale college of social work seeks to provide the quality of social work education to prepare committed professional social worker.
- It offers opportunities for teaching-learning through theory, practicum, research, field action and extension projects in the context of prevailing social, cultural, economic and political realities of the country.
- Being a pioneering college of social work education of this region it sets the standards for working with individuals, groups, communities and organization in order to attain equality, equity, social justice, secularism and freedom. So that all form of discrimination and exploitation in the society can be eliminated.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

Management :-

The role of the management is to monitor the college functioning the management has a representative in IQAC further local management committee has three representative from teaching and two from non-teaching staff members who are responsible for communication with the management they keep the management updated of the management functioning. The management takes keen interest in programmes and through meetings takes appraisal of the quality, persuades and achievement in that regards. The management in the monthly meeting of the LMC committee held on six (6) meetings of every year takes stock of the educational activities, various process from teachers and staff representatives and offer suggestions thereon the management also interact with the principal and if required with the individual staff members.

The college with the principal as authority has full freedom to plan the programmes in the conscience with the IQAC and CDC in order to achieve the quality benchmark. The UGC and university policies are framed at the respective levels and at the college level the principal as the head of the institution ensure that such policies are implemented in a letter and spirit as regards the quality policy however at the institutional level, the principal in consultation with the faculty members is empowered and can play a big role in adopting quality major and implementing them the responsibility of constituting the IQAC as per the norms laid down by the UGC, fund management, and ensuring effective deliberation in the college development committee lives with the principal the principal delegates various responsibilities of the quality management to the IQAC and above thirty (30) committees are formed to monitor and review the respective committees work periodically for example the IQAC under the guidance of principal develop the proposal for college with potential for excellence, which was accepted by the faculty and endorsed by the management as well.

The theory practicum and research based activities enable the faculty and the students to translate the vision statement into concrete action by its internalization and practice enriching knowledge based skills and attitudes for fostering culture of excellence to benefit the human resources on a micro level as our routine exercise.

6.1.3 What is the involvement of the leadership in ensuring :

- the policy statements and action plans for fulfillment of the stated mission
- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
- Interaction with stakeholders
- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- Reinforcing the culture of excellence
- Champion organizational change

We are proud to state that the management of the college gives us almost a freedom to work in, cognian atmosphere. The college management supervises the functioning of the college through the local management committee comprising of the principal and the secretary of the management meeting are held periodically to discuss issue regarding the functioning of the colleges and all other activities. The LMC also takes into consideration suggestions for development from the stakeholders.

The professional social work education through its principle and ethics focus on developing just society, posted in competent human functioning and the curriculum is very much focus on making the social worker as a responsive human beings. The principal ensures that this objectives are achieved to the training modules various committees focus on the some through their annual plans.

The principal also suggest and invites suggestions from other faculty members for improvement in the methods and modalities of the teaching/learning system and monitor the implementation of the suggestion and ensures continuous improvement in the action.

The social work curriculum is foused on principle of social justice and equity. The principal and each faculty members strive to generate the necessary sensitivity among the students and the social work practicium is totally based on the intervention for the same.

Formulation of action plans for all operation and incorporation of the same into the institutional strategic plan.

The management is committed toward the improvement of infrastructural facilities of high quality by providing adequate fund.

The IQAC review the overall functioning of the college particularly regarding the development benchmark set by the college.

The principal IQAC and CDC from various other committees for the smooth functioning and administrative, this committee member they meet periodically to plan, execute and evaluate the plan of the action for the particular operation.

At the end of the year report and review of the committee work is taken if in suggestion are given those are considered while planning for next year.

As a part of strategic planning we have till now undergone second cycle of naac and are preparing for the third cycle.

We try to involve the students in a planning and implementation of various activities wherever possible. Other stakeholders like alumni, agency supervisor and parents of the students are also involved on committee of relevance for the smooth functioning of the college activities following committees are formal in the staff council meeting to take up the reflective work allotted to them.

List of college committee.

Sr. No	Name of the committees.	Sr. No	Name of the committees.
1	IQAC Committes	16	Admission committee U.G., PG, M.Phil.
2	Syllabus committee	17	College permanent affiliation committee
3	Library committee	18	Cultural and sports
4	Internal development committee	19	Y. C. M. O. U.Study Centr.
5	NSS- Committee	20	Time table and academic calendar committee.
6	Research and publication committee	21	Adult and continuous education
7	Seminar and workshop committee	22	Womens grievance redressal Committee
8	Social Work practicum committee	23	Examination Committee
9	Study tour committee	24	Administrative Educational co-ordination and disciplinary committee.
10	Freedom fighter cell	25	Cantten and campus supervised committee
11	Health check-up committee	26	Environmental study committee
12	Alumni Association	27	M.Phil. department
13	Grievance redressal Committee	28	Anti ragging Committee
14	Students development and guidance committee.	29	Naac steering committee
15	Purchasing committee	30	College Assessment committee.

Interaction with stakeholder :-

- Agency supervisor :-
 1. Meeting within at the beginning at the academic session for planning and to discuss their expectation.
 2. Mid Nerra Meeting at the agency.
 3. At the end the supervisor are involved in the evaluation of the students.
- **Students** :- The SRC is the main mechanism of any interaction, students welfare board also is any another mechanism of interaction.
- **Alumni** :- Regular meetings are held.
- **Parents** :- Meetings are held regularly, there is effort to from a parent teacher forum. Our continuous networking with various GO's, and NGO's is helpful in many ways.
- Proper support for policy and planning through need analysis and conciliation with the stakeholder
As regards interaction with stakeholder the parent meet, supervisory meet and alumni meet are the regular feature of our college. Such interaction help us in identifying the gaps in improving over all functioning of the college changed in the policy it requires are initiate through college development

committee, planning of various activities is done after taking into consideration of suggestion

- Reinforcing the culture of excellence :- quality education and excellence is the bottom line. The college has initiated most of the measures to offer high quality standards. As per the directives of the Gondwana University in order to ensure uniformly, quality and promote the cultures of excellence. The college adopted the revised curriculum CBCS, semester, for the M.S.W. programmes w.e.f. session 2014-15.
- Champion Organization at change :- College growth and quality sustains change is essential. The college adopted the gradual and steady approach of accepting the change in order to ensure and sustain the quality we brought change in almost all components of academics, governance and management. The college now is looking forward to the third cycle of NAAC. Over the years, many changes have been undertaken and we continue to initiate changes in the overall functioning of the college while maintaining the best practices developed over the year. In order to maintain the quality standard, change in educational policies, curriculum development, social work practicum, evolution system, staff training and development reinforced the culture of change and excellence.
- Our management and leaders are change oriented. Therefore, the process of development, contribute to the growth in our organization, i.e. how we managed change and continuously bring change in our approach.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

At the beginning of the session, the principal along with IQAC and CDC constitute various committees. In charge of this committee are then support to plan programmes keeping focus on various policies of the college. The plans are reviewed by the principal, there are few other members in each committee who also help in execution of the respective plans. Academic planning committee allots subjects and other academic work, class wise in charge are divided. The students are nominated on various committees. These committees are responsible for particular project assigned to them. Periodic meetings are organized by the principal with the committee in order to review the progress and the problem. If any in the implementation of the plan/project, feedback on functioning of the committee. This is also taken in CDC and

suggestion as in the functioning are incorporated in next year planning.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The chairman of the college is a prominent stalwart in management education other member of the managing committee and governing body educated and cultured persons all of them have social commitment for progressive social change and have a long association with the institute. They therefore have strong empathy with a participatory governance practices and provide of stimulating leadership. They inspire and encourage active leadership taking by the staff.

- Encouraging individual teacher for taking up research project from UGC, ICSSR or other funding agencies from time to time.
- Encouraging the faculty for organizing seminar, workshops, conferences, by funding agencies like UGC, ICSSR, State Govt. etc.
- Providing duty leaves to teacher for attending academic and other seminars/conferences in specific subjects and for presenting research paper.
- Encouraging individual teachers in the area research particularly in writing and publishing of research paper on relevant topics.
- Encouraging publication journals to other institute.
- The management suggest / recommends name of the faculty on various panels, boards,

6.1.6 How does the college groom leadership at various levels?

There are certain areas where the principal take additional assistance from the senior faculty members in areas such as taking decision on policy matter by staff council and other important areas like student, staff, anti ragging, discipline, naac research project, seminar. The principal assigned the responsibilities to the seminar faculties.

In the capacity of in charge of some committees it is compulsory observe that scrupulously observed that each of the faculty gets role as incharge of atleast one committee.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

The college believes in an practices decentralized and democratic administration system in order to ensure the effective administration good governance and achieving the institutional goal, various committees of the college is given autonomy and responsibility for planning and implementation of the respective

programme as Academic Planning committee has freedom over planning regarding curriculum for teaching. Semester wise paper wise distribution of curriculum among the teacher, taking internal examination planning theory classes, social work practicum and both internal and external viva-voce examination they are also empowered to from strategy for future development of the college.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

YES

The college follows a decentralised form of organisation which automatically augments a culture of participative management.

1. Parent Body, L.M.C. C.D.C. where all the members get chance to vocalised their opinion, further for students it is the SRC and student welfare committee which work at the platform for interaction.
2. Further college has open door policy where any one can directly approach the principal and discuss of concern.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes

The college has formally stated quality policy of developing infrastructure and other recourses to suit the expansion access and qualitative improvement in higher education the college takes pride in catering mostly to the under privilege section of the society and imparting quality and affordable education, our vision and mission of scusptunry future generation of character strength and confidence is very much in line with the objectives of the education policy

We have quality policy as regards, to various aspects—academic, campus life, administration, faculty and stakeholders.

- a. **Academic policy** :- Maximising attendance, completion of curricular, requirement, promoting academic excellence addressing on temporary development issue, promoting professional ethics and principles, remedies coaching for week and advanced coaching for advance learner is offered students centric participatory method is used.
- b. **Campus Life** :- Environment friendly campus gender fair approach and inclusive policy offering special opportunities to weaker section, infrastructural policies are made available considering the needs.
- c. **Teacher** :- Faculty development is given top priority infrastructure made available for research and consultancy equipment are made available.

- d. **Administration** :- Students friendly environment quick efficient and transparent functioning decentralised administrative power from the principal to various incharge of the difference committees.
- e. **Stakeholders** :- Continuous feedback from various stakeholders for which formal and informal mechanism are used SWOC analysis is done regularly and the changes/suggestions given are implemented accordingly maximum participation of stakeholder like alumni and agency supervisor and networking agencies is sought.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The college has chalk out perspective plan of development for the next five year with the vision of taking the institution to new height of excellence that are the at per global competencies and standard some of the aspects considered for inclusion in the plan are as listed below.

- Vision and mission of the college
- Emerging social economic, educational concern, professional response to this.
- Responsibility to the development of social work education at the state global national and state level.
- Scenario responsibility to the development of social research dissemination of knowledge.
- To implement various schemes sanction under the college with potential for excellence
- To start implementing the other post graduate degree courses in a collaboration with Yashwantrao Chauhhan Maharashtra Open University.
- To prepare repository of teaching material notes /audio/visual material.
- To organize skill lab, extension activities through field action projects.
- Networking with other colleges undertaking various co-curricular and extra curricular activities.
- Encouraging faculty for preparing major and minor and other researches, motivating teacher for research publication, writing books and getting recognized as a place for higher learning and research.
- To recognizes faculty development programme for teaching and non- teaching staff also send the faculty member for orientation and refresher courses as is mandatory requirement for their further placements.
- To start course in research methodology for social sciences recognized by Gondwana University Gadchiroli
- To encourage used of statistical analysis software like SPSS in

- a researchers to organize workshop to orient staff and students
- To organize library orientation programme for the student.
- To establish career guidance centre for a various competitive exam.
- NAAC third cycle to be completed.

6.2.3 Describe the internal organizational structure and decision making processes.

The governing body controls the over all college functioning. Principal three teacher and two non-teaching staff members are the L.M.C. who are responsible for the deliberation about the college activities.

The College development committee has all the teaching and nonteaching staff its member the C.D.C. is the mechanisam to take major decision which have implication on academic and administrative functioning.

Library committee is form as an advisory committee for the library functioning.

The incharges along with the committee members take decision about the programme and implementation.

S.R.C. in which they have about eight to ten members nominated by the college authorities for various activities and purposes.

Class representative have few more members which them all students welfare board which is responsible for the communication with teachers and principal.

The College thus has very open and democratic decision making process.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

6.2.4 **Teaching and Learning** :-

The college has organised conference/seminars, workshops or various aspects of teaching learning prevention of sexual harassment research methodology,S..P.S.S., research paper writing workshop.

- a
 - ◆ Teachers are motivated to present and published paper in conferences, seminars, and encouraged to complete Ph.d.
 - ◆ They are permitted to deliver lecture go as a visiting faculty, conduct training and workshop for other organisation in most of the inhouse training programme they are primary source as faultiator and resource person.
 - ◆ Faculty gets and opportunity to present best practices, chair the session, function as a consultant, team leader of research or project.
 - ◆ To create a learner centric system of learning in the class room, participatory methods are used frequently.

- ◆ Monitoring attendance, continuous follow-up for reducing dropout rate and absenteeism in the class.
- ◆ Some faculties are engaged in NGO, civil society organisation are active in organisation activities. This offers them opportunities to develop field expertise, link theory to practice and bring practice component to classroom teaching of also expand the learning web for students.
- ◆ To use regularly a format for feedback from students and stakeholders.

Curriculum Development :-

- ◆ Regular academic planning committee meetings to review the curriculum needs.
- ◆ Representation nomination and participation in board of studies formed by gondawana university Gadchiroli.
- ◆ Focus on connecting theory with practice.
- ◆ College organised curriculum development work shop collaboration board of studies Gondwana

with the
University.

- ◆ Examination /evaluation.
- ◆ There is semester pattern U.G. ad P.G. level and annual

pattern

for M.phil. implemented from the session 2012 and onwards for the rules of university.

- ◆ University examination of the students conducted as per the time table.
- ◆ Each end of the semester college level examination are conducted on the university pattern for theory paper and practice viva-voce is conducted for research and social work practicum.
- ◆ Midterm evaluation and self evaluation by the students regarding social work practicum are the innovation of the college.

Research and Development :-

- ◆ Teacher are encouraged to complete Ph.d.
- ◆ To encouraged teacher to attend academic seminar and conferences.
- ◆ To reganise seminar in as many subject as a possible so involvement of the teacher is insured.
- ◆ Organising various orientation programme for students and faculty at college level / university level/ state level.
- ◆ Encouraging teaching staff members to undeertake various research projects.
- ◆ College has establish research guidance and publication cell for guiding research scholar.
- ◆ Participation of faculty and students in various seminar/workshops/orientation programes/refresher course and various deliberation.
- ◆ Organising various programmes in the college by inviting field expert.

that

Community Engagement :-

The college believes that community engagement process and activities can enable collective change, build social capital and create movement in communities. Good community engagement will build agreement around issues and create momentum for communities. To address local issues it includes achieving outcome and creating solution to community need to plant social work intervention by a committed cadre of professionals.

Through social work practicum and N.S.S. we focused on issues and problems of community identifying to community participation on which need based participatory intervention are undertaken. The college organised rural and N.S.S. camp in various communities through students on relevant issues. The field action particularly focuses on the community need and offers services through extension activities.

Human Resource Management :-

- ◆ The college is committed to build a cadre of competent social work professionals and human resource for plant and sustainable social development. We believe in developing good human resource empower them for effective social deliverable.
- ◆ The college administration systematic plans for better human resource utilization in our courses.
- ◆ Biometric, CCTV Cameras, social networking for effective functioning and management is used.
- ◆ Meetings are the mechanism basically focus upon for sorting out issues and planning.

Industry Interaction :

- ◆ At the college industry interface and interaction as a very special significant is integrated continuously with the flow of academic activities from admission curriculum development, regular visiting faculty, field work and evaluation through out the year.

Continuous interaction with various GOs' and NGO's for placement regarding social work practicum activities of career counselling and block placement inviting expert from industry to address the students to sensitise them about field realities are our regular activities.

- Teaching & Learning
- Research & Development
- Community engagement
- Human resource management
- Industry interaction

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

6.2.5

The relevant information is kept available on website and the printed college prospectus and other report.

A grievance committee staff council is available in the college through which suggestions grievances received from students, parents

The principal and LMC member addressed this problem / suggestions.

In addition to continuous intervention with the teacher, students, parents and agency.

The principal collect information on various academic /extra curricular activities of the college through formal feedback received and use this information for further improvement.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

6.2.6 :-

College management has been supportive and actively involved in functional aspects of the college. Management representatives attend programmes of the college and regularly meet with the teaching and non-teaching , library staff continuously encouraged by appreciating their work and contribution, formally pass resolution accept student suggestion for improvement of infrastructural and services.

◆ Any proposal in the interest of the college development is accepted and concrete suggestions are given.

◆ Even in the time of national calamities and issues of public concern the management supported relief and rehabilitation work.

◆ The management extend full support and standby the decision of the college during the crisis and grievances redressal procedure.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

6.2.7 :-

The college decision making body is called local management committee which has a statutory standing. This council meet every month the L.M.C. to make decision on some vital & issues related to the college functioning.

Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining

autonomy?

6.2.8 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

6.2.8 :- Yes

If there is a provision to apply for autonomous status in the university.

6.2.9 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

6.2.9 :- The college constitute following committees at the start of the every academic year to ensure the handling of the grievances.

- ◆ Grievance redressal committee.
- ◆ Women' grievance redressal committee.
- ◆ Anti ragging committee.

The mechanism of the committee as per the direction given by the university and U.G.C. regulation functioning in the college.

The college development committee and IQAC also are the reviewing mechanism which after considering the nature of the complaint make necessary changes whenever required.

6.2.10 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

6.2.10 :- No

There was no such instance or legal case against the college.

6.2.11 :- Yes

We take formal feedback on each teacher by every student at the end of the every academic semester and session regularly which is analysed by the feedback committee and reviewed by the principal, the faculty is communicated about the suggestion and evaluation and is asked to make necessary amendments in teaching next year.

For feedback of the student a suggestion if kept in the college also informally constructive suggestion from students representatives/ student welfare board are entertained in the interest of the college.

6.3 Faculty Empowerment Strategies :-

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The college management gives complete support to teacher for participating in orientation and refresher and other training workshop by nominating them for the same.

- ◆ Teachers who wish to join of the institution for undergoing any training or professional development programme are given duty leave of study leave as applicable.
- ◆ Regular workshop on skill upgradation are organised for the non-teaching staff.
- ◆ Faculty is actively involved in external organisation like MSWEMSE, MASWE, NUTA, Shikshak Manch, Ambedkar association. etc. and many are office bearers and life members of the same.
- ◆ The college encouraged teaching staff in taking research project sponsored by U.G.C. IESSR, and other funding agencies.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

College send faculty for various programmes by paying them entry fees allowing duty leaves deputing them for various deliberation. They are encouraged to take up activities after such training in the college as well.

Sometimes in a house training is also organised like training for use of technological devices such as computers internet, ICD projector, infolibnet, OPAC, for both teaching and non-teaching staff members orientation to the new staff members.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

At the end of each academic year all faculty members are required to fill the API form as per the UGC guidelines these forms are part of service record of the teaching staff in case of problem areas, the principal discusses the matter with concerned faculty in confidence.

In addition to the PBAS a format to gather the information on the functioning of various committees if developed this helps the IQAC to gather appropriate and comprehensive information on the individual performance as well as taking review of the college functioning.

The principal also conducts formal and informal meeting with faculty, staff, management and students to seek and give feedback regarding the performance on various parameters.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The performance appraisal is done by IQAC committee chaired by the principal or the college. The API-rating are taken into account in the promotion and placements of individual teacher (CAS)

The information is also used for consolidating the reports in the form of annual report and are also handy while preparing AQAR.

Major findings are communicated to the management through LMC annually.

Changes required if any on the basis of the suggestions are implemented in the next year.

- 6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The college has pathsansta and self helpgroup which extend both short term loan facilities.

There is a staff group insurance scheme by LIC. Medical reimbursement scheme I.T.C. for all regular staff member for hospitalisation as well as home treatment provided the treatment has either been done in a govt. hospital or in a private hospital by the state Govt. in the last four years some teaching – non-teaching staff has been taken the benefit of the scheme.

- 6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

College sanction sabbatical facility for faculty of moving out for better career prospects however he/she can return to original position within stipulated period faculty avail this facility has return back to the college.

The college has been awarded 'B' grade from the NAAC. The college has U.G. and P.G. courses granted by the Govt. of Maharashtra deptt. of social Justice and special assistance eminent faculty is attracted towards the college.

6.4 **Financial Management and Resource Mobilization**

- 6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

Contingency grant received from the state Govt. are monitored and utilized by the principal office superintendent and accountant. The accountant is responsible for maintaining the record and is the one who interact with the C.A.

College development committee and other committees given

requirements to the college authorities and advance are sanctioned by the principal for the effective working.

OTHER SOURCES :-

The college received fund from other sources like canteen, mango trees, agriculture guest house, temple donation box, cultural hall rent, Xerox etc. utilize by the respective principal.

- 6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Internal auditing is done by the accountant regularly by a chartered accountant which are them ckecked by the principal, L.M.C. and management and the audit accounts re sent every year to the deptt. Of social justice and special assistance chandrapur there were no audit objection.

- 6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

- ◆ Since the college is under the scheme of grant-in-aid , salary grant and contingency are received from the state Govt.
- ◆ Management provides funds in case of deficit

The income and expenditure statement for the last four years attached the annexure.

- 6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

NIL.

6.5 Internal Quality Assurance System (IQAS)

- 6.5.1 Internal Quality Assurance Cell (IQAC)

- a. Has the institution established an Internal Quality Assurance Cell (IQAC)? .6 If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

YES

The college has IQAC estashbhished in the year 2002. The IQAC design the policy and overseas the quality ensurance of all the curricular, co-curriecular and extra curricular research, training and development activities conducted by its units and consistencies. IQAC meeting are held regularly to monitored

the quality of academic as well as administrative output. The institutional quality depends upon each and every stakeholders effective networking and meaningful interaction among the same the IQAC monitors evaluated such interaction, If required offers a forum to have open and healthy interaction.

While keeping focus on the goal of higher education IQAC also helps faculty remain focus on the values promoted by the NAAC.

We are successful in institutionalizing the quality assurance process by developing a culture promoting persuade of excellence based on many best practices.

As a part of quality assurance practices, following action plans on various themes were drawn.

a. **Academic upliftment** :-

- i. Student centric teaching with the help of group discussion, home assignment, workshop and seminar etc.
- ii. To promote advanced technology in teaching.
- iii. To ensure maximum attendance in the classroom.
- iv. Monthly teaching plan are prepared meticulously by teacher.
- v. To offer more ICT facilities to students like use wi-fi internet access.
- vi. To take feedback on teacher and overall functioning of the college.
- vii. To offer personalised attention through mentoring.
- viii. Conduct orientation programmes for teacher and students for maximising the use of e-resources facilities in the college.

b. **Administrative functioning** :-

- i. The role and responsibilities of the non-teaching staff were restructured.
- ii. The administration has been made students friendly.
- iii. Encouraged non-teaching staff, library staff to participate and organise capacity building programme.

c. **Environment** :-

As a policy measure for environmental protection were undertaken like, no tobacco zone, use of CFL, LCD lights reducing wastage of water and paper keep green zone and green campus.

- b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

IQAC always full support from the management till now many recommendations implemented few of them are as follows :-

- ◆ The proposal for permanent affiliation for the college the university and constitute the committee.
 - ◆ P.G. courses for YCMOU
 - ◆ Ph.d. research centre.

sent to

functioning was
and

- ◆ Recommendation to improve library also work on and now we have re-resources facilities have been added to the library. IQAC periodically given recommendation which are considered by C.D.C.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

IQAC has external members from varied spectra of the social sector. Which is a group of volunteers from all walks of life who come together to work passionately and provides mobilization support and organizational back-up for social development initiative .

Further we also have one alumni in college activities and contributing a lot they share the expertise as well as involve as expert in a various seminar and conferences.

d. How do students and alumni contribute to the effective functioning of the IQAC?

The SRC are the mechanism which along with the present students community are contact for planning and further execution of various programmes students also are helpful in organizing community, / extends in programmes to the field action project.

Alumni association of the college helps in many ways particularly during agency placement, campus activity, study tour, village camp, etc. They also share expertise with student and are helpful in mobilizing resources for the programmes at various levels.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The college is a single deptt the policy framed by the IQAC with regard to enhancement of academic as well as administrative quality of the college is communicated to its staff through curricular communication in the meeting via facebook whatsapp group of the college staff e-mails Feedback is taken through meetings the implementation of such quality measures or monitored by IQAC.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operation.

Yes

The member of IQAC are also member of various field committee the college development committee discusses various quality initiatives and assess those. There is a review at the end of the year on the functioning of the committees during which the IQAC members and principal are assessing the efficiency of each committee and its functioning. Thus IQAC and staff members are

untimely involve in the persuade of the excellence assuring the quality functioning.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Yes

The college conduct several training programmes on various aspects and components of curricular. Skill enhancement, self development and capacity buildings. All the end yours are directed towards knowledge system and procedural awareness, insight sensitivity there by achieving quality ensurance and quality enhancement.

The college now pacing third cycle of NAAC the staff is well aware of the quality ensurance process and their importance each and every staff is involved in the quality assurance procedure.

IQAC organized many orientation programme on the following theme.

- ◆ U.G., P.G. curriculum development workshop.
- ◆ Credit based semester grading system guidelines.
- ◆ NAA Oorientation and NAAC exercise in different colleges who completed NAAC.
- ◆ The importance of administrative functioning
- ◆ Financial Management and accounting .
- ◆ Performance based appraisal system.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

Yes.

The academic audit system adopted is.

- a. Students feedback on teacher and teaching library.
- b. Academic performance indicator – PBAS
- c. Review of committee of academic relevance.
- d. Stakeholders feedback (Students, Alumni, Parents, Agency)
- e. Various college exams.
- f. External Viva-Voce
- g. University local enquiry Committees
- h. Review of the result by the faculty and the principal.
- i. Annual reports/ IQAR outcome is institutional of quality initiatives, quality sustains and quality enhancement.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies / regulatory authorities?

The College have following external quality assurance / regularity authorities.

1. Deptt. Of social justice and special assistance Govt. Of Maharashtra.

2. Gondwana University Gadchiroli (BCUD)
3. University Grant Commission.
4. NAAC :-

The college follows the guidelines and the recommendations given by the above agencies from time to time.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Following mechanisms are focusing on the teaching learning process

- ◆ Academic planning committee
- ◆ Social Work practicum
- ◆ Research committee.
- ◆ Examination committee
- ◆ Library committee
- ◆ Students welfare committee
- ◆ Internal Development committee
- ◆ Grievance redressal Committee.

Structures of the Committee.

Sr. No.	Name of the committees	No. of persons.
1	Academic planning committee (Time table, Academic calendar and workload Committee)	1 + 5 = 6
2	Admission committee for all classes	1 + 4 = 5 for U.G. & P.G. 1+1= 2 for M.Phil.
3	Student Welfare and Guidance committee	5 Members
4	N.S.S.	1 Programme officer + 1 Asstt. Prog. Officer = 2
5	Internal Development Committee (Planning, purchasing & maintenance Committee)	1 + 4 = 5
6	Research & publication committee	6 members
7	College Exam.	5 Members
6.	Alumni	1
7	Social work practicum	1 Director 1 Incharge for every class
8	Study Tour	S.W.P. Incharge of B.S.W. Sem VI & M.S.W. Sem.IV
9	Freedom fighter cell	3 Members
10	Grievance Redressal committee	1 + 6 = 7
11	Health Check-up committee	3 members
12	Permanant Affiliation Committee	1 + 7 = 8
13	Cultural & Sports committee	4 Member
14	College assessment committee	3 Member
15	NAAC Steering committee	1=11=12
16	Library committee	5 Members
17	Seminar / Workshop committee	5 Member
18	Women Grievance Redressal committee	1+5=6
19	Internal quality Assurance Cell	16 Members
20	Teaching Incharge	1 for U.G. & 1 for P.G.
21	And other Committees	

Methodologies of operations :-

The incharges along with the committee member plans and executes various programmes. The programmes are decided as per the recommendation of the IQAC in consultation with the CDC and principal. The details of the responsibilities of the committee are provided at the beginning of the session. Review meetings are scheduled periodically.

Outcome- smooth functioning of varied college activities.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

The college communicates its quality assurance policies, mechanism and outcomes as follows :-

The college under the present system all the information about the mechanism that are operational in the college are stated in the college prospectus. It is mandatory for the students to obtain the same and go through it to have an idea of the courses, fees, policies, discipline, information on faculty, welfare schemes etc.

The prospectus also mentions the achievement of the college.

The college organizes alumni meet, agency supervisor meet, parents meet regularly through which we communicate the quality policies and also share the achievement.

College prepares elaborate annual report and AQAR for both internal and external communication presenting exhaustive documentation of the college activities.

Press is also invited for programmes in the college and reports of the college activities are published in the news papers getting wider publicity and reaching the masses.

The college has the website where news, SSR, AQAR, IQAC composition prospectus and information about the college achievements are uploaded regularly and shared for the information of the stakeholders.

Any other relevant information regarding governance leadership and management which the college would like to include.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

The college's management, its staff and students are conscious about environmental concerns and cleanliness on the campus which is reflected in the manner the campus, building and gardens are maintained. The green zone and vegetation on the campus,

particularly around the building has not only added to aesthetics but has also helped in bringing down the hot temperature in the campus. Student and staff members make conscious efforts to make campus clean and green. There is a ban on tobacco chewing & cigarette smoking in the campus. Awareness about plastic free campus & life style is also spread. NSS volunteers participate in Shramadan for cleaning campus & in programmes like tree plantation in campus and other selected places. Environmental studies is one of the subjects in BSW second year syllabus. Various programs also are conducted to create awareness and protection of environment.

Events related to environment awareness :-

Sr No.	Date	Activity
1	03/09/2011	Tree plantation, College cumpus.& adopted Villege
2	03/02/2012	Environmental discussion
3	01/03/2012	Environmental Study Tour (Tadoba Vyagra Project)
4	03/09/2012	Tree plantation, College cumpus.& adopted Villege
5	08/02/2013	Environmental discussion
6	15/03/2013	Environmental Study Tour (Tadoba)
7	03/09/2013	Tree plantation, College cumpus.& adopted Villege
8	06/02/2014	Environmental discussion
9	13/03/2014	Environmental Study Tour (Tadoba Vyagra Project)
10	03/09/2014	Tree plantation, College cumpus.& adopted Villege
11	27/02/2015	Environmental discussion
12	01/03/2015	Environmental Study Tour (Tadoba Vyagra Project)
13	23/07/2015	Environmental discussion
14	03/09/2015	Tree plantation, College cumpus.& adopted Villege
15	07/02/2016	Environmental Study Tour (Markhanda & Chaprala)
16	15/02/2016	Environmental discussion
17	09/03/2016	Written Exam.
18	02/07/2016	2 Crore Tree Plantation (Govt. of Maharashtra Project invaluation)
19	01 Oct. to 07 Oct. 2016	Forest Chimur with Jount programmes (Samanya Dnyan Compitation in forest, Nibandha swaprda, Vakutawa Shapdha. Vad-Vivad Spardha One day Environmental Study Tour in Shedegaon BrrurZone Range 371 & One day Enamenal Shibir
20	03/01/2016 7	Sounda Pouution discussion
21	30& 31 Jane. 20217	Compost Khat project
22	02/02/2017	Polution discussion
23	28/02/2017	Written Exam.

7.1.2 What are the initiatives taken by the college to make the campus

eco-friendly?

- **Energy conservation** :- for energy conservation, electrical equipments and devices like computer, water purifiers and water coolers are regularly checked and maintained. CFL and LED bulbs are used in most of the places as energy saving device. Students and staff members are encouraged to use all the resources optimally and to switch off electrical lights and appliances when not in use. Awareness posters and slogans are displayed at appropriate place. Awareness programmes on such themes are organized for students and staff.
 - **Use of renewable energy** :- Installation of solar lamps in adopted villages
 - **Water harvesting** :- Awareness programme “Magic Pit” in villages through S.W.P. & N.S.S. activities.
 - **Check dam construction** :- The college has built check dam twice in adopted village of Khapri Dharmu toilet soi. Completed Yerkhada village.
 - **Plantation** :- In order to cater to the needs of institutions for beautification of its estates, and for creating green zone, the college has developed plantation all along the campus as an initiative on part of committed support staff, gardener and students.
 - **Hazardous waste management** :- Plastic use is kept to minimal. Students and staff members are involved in campus cleaning regarding removing the plastic and alike waste.
 - **e-waste management** :- As mentioned above, the institute has its resources for maintenance of all electronic gadgets and appliances. Appliances and computers which are obsolete are scrapped by recycling vendors. Regular reviews are taken by the college authorities regarding the same.
 - **Green campus initiatives** :- The Institute has been taking green campus initiatives to make a sustainable and environment friendly campus. The college being located at the beside Tadoba Buffer Zone lush greenery and serene campus stretching over half acres of share land offer students a tranquil and conducive atmosphere for learning.
- * Energy conservation
 - * Use of renewable energy
 - * Water harvesting

- * Check dam construction
- * Efforts for Carbon neutrality
- * Plantation
- * Hazardous waste management
- * e-waste management

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

The college believes in experiential learning not only for its students but for everyone at the institute, including faculty and non academic staff. It is a learning organization and hence the college strives for excellence in all its activities by taking creative efforts in classroom during theory classes. Field work practicum and different approaches in field action projects The institute, due to its visionary insights, has come up with numerous innovative initiatives during the last 4-5 years.

These initiative are in academic activities as well as field extension activities of the Institute, which have provided new learning opportunities to faculty and students. In academics, the institute has introduced many innovative and novel field based assignments in addition to the regular field work.

The IQAC undertook following innovations :-

- Restricted the committees for decentralization and equal and just work distribution.
- The college level “Samajik Wanikaran Department Maharashtra State Govt. Dated 1 Oct. to 7 Oct 2016.
- Change to semester pattern addressed through capacity building of the teachers via APC.
- Library updation, orientations for staff and students.
- Motivated faculty for submitting research proposals.
- College Environment Group (student) to participated “ a week of forest 1 Oct. to 7 Oct. 2016.
- Workshops on SWOC analysis for teaching and non-teaching staff members by IQAC form improving the college functioning.
- Making what’s app groups of each class with possible students or fast communications, having a page of our college also gives opportunity to keep in touch with the current students and alumni, whats app group of the staff members of the college also is functional
- Restructured the committees or decentralization and equal and just work distribution.
- Organized university level workshop, PG syllabus and curriculum development collaboration with B O S. 22nd Sept. 2013, 24th Aug. 2016.

- International seminar on Right to education in republic India : Myth or reality. With collaboration FISE and organcity college of social work Nagpur- July 2016
- Regional level seminar on “Utility of sampling and statistics in social science Research held on Dec. 2016.
- State level seminar on “Research Methodology” held on Dec. -2014
- Workshop on – SWOC Analysis for Teaching and non-teaching staff member by IQAC for improving the college functioning
- Orientation programme on NAAC also was organized specially for staff members in the college.
- Extension work in Rural and Tribal communities in chimur Tahsil
- Motivated faculty for research the college M.Phil students gold medal and 1st merit session by Gondwana University Since Session 12-13

Curriculum Aspects :-

- The college faculty undertook innovation at their respective class level.
- Faculty participated in consolidation on social work curriculum frame work for B.S.W. and M.S.W., degree course organized by BOS (Social works Gondwana University Gadchiroli.
- College organize university level workshop on UG, PG semester –III and IV , syllabus curriculum development with collaboration BOS (Social Work) G.U.G. held on 22nd Sept. 2013
- Restructured the committees or decentralization and equal and just work distribution.
University level workshop on post graduate syllabus and curriculum development with collaboration 4 U.G. held on Aug. -2016
- National level seminar were organized sc/ST/ communal inequality of different denomination jointly organized A.C.S.W. Bhandara and Chimur held on 28 th and 29 the dec. 2015
The IQAC undertook following innovations :-
 - ◆ Restructred the committees or decentralize station and equal and just work distribution
 - ◆ Organized university level workshop, P.G. syllabus and curriculum development collaboration with BOS 22nd Sept. -2013, 24th Aug. -2016
 - ◆ International seminar on “Right to Education in Republic India. Myth OR reality. with collaboration FISE and Originality college of social work Nagpur July-2016
 - ◆ Regional level seminar on “Utility of sampling and statistics In Social Science Research held on Dec. -2016
 - ◆ State level seminar on “Research Methodology” held on Dec.- 2014
 - ◆ Works shop on SWOC Analysis for Teaching and Non-teaching staff member by IQAC for improving the college functioning

- ◆ Orientation programme on NAAC also was organized specially for staff members in the College.
- ◆ Extension work in Rural and Tribal Communities in Chimur Tahsil.
- ◆ Motivated faculty for research the college M.Phil. students gold medal and 1st mint session by Gondwana university Since Session 2012-13

Curriculum Aspects :-

- ◆ The College faculty undertook innovation at their respective class level.
- ◆ Faculty participated in consolidation on social work curriculum team work for B.S.W. and M.S.W. degree course organised by BOS n(Social Work Gondwana University Gadchiroli)
- ◆ College organize university level workshop on U.G.,P.G.-semester-III and IV, syllabus curriculum development with collaboration BOS(Social work)U.G. held on 22nd Sept.-2013
- ◆ University level workshop on Post Graduate syllabus and curriculum development with collaboration Gondwana University Gadchiroli held on Aug. -2016.
- ◆ National level seminar were organised SC/ST/communal inequality of different denomination jointly organaised ACSW Bhandara and Chimur held on 28th and 29th Dec. 2015
- ◆ Efforts are taken for exposure beyond curriculum focused on connecting field and theory.
- ◆ Initiating curriculum reviews and reformed through participation in a cluster meeting and workshop to the University. on 2015-16, 2016-17
- ◆ New P.G. course in the Arts faculty will be started in collaboration with Y.C.M.O.U.

Teaching hearing process :-

- ◆ Continuous follow up for reducing dropout rate and absenteeism in the class.
- ◆ Multiple teaching methods like use of non-formal method straining participatory and students centric teaching learning methods audio-visual material used by the faculty.
- ◆ Alumni as a quest faculty, as a field expert invited every year.
- ◆ Students feedback committee interact with students so as to take review of theory7 classes, completion of curriculum etc.
- ◆ Feedback from stakeholders is obtained for academic and personal issues of the students both formal and informal interaction with the alumni, parents, and agency supervisor, enable teacher and student to equip with the current trend and need of the field.
- ◆ Active participation and presentation by students in workshop and seminars.
- ◆ In exam Gondwana University examination pattern pertaining to structure of question papers, time duration and evaluation was strictly adhered to subject wise marks obtained by students were

communicated to respective students.

- ◆ Four of our faculty members participated in international conference at bhutan Srilanka, bubai during the academic year 2014-15, and 15-16, 16-17.

Social work practicum :-

- ◆ Field exposure visit are the innovative way of orienting the students about the field realities. even in syllabus.

- ◆ Students involvement in a planning and execution of social work practicum orientation programme, village camp, study tour is done regularly.

- ◆ M.S.W.-IV- semester student 21 days block placement and of the final exam. is a mandatory is recommended every year.

- ◆ M.S.W.-III and IV semester students PPT presentation of research and S.W.P. aspects is compulsory.

3. Research consultancy and Extension :-

Research methodology one day university an state level seminar organized the college in a session of 2012 and 2014.

- ◆ Introductory SPSS university level work shop organised on the session of 2012.

- ◆ Regional level seminar organised on utility of sampling and statistics in social science research in the session-2016.

- ◆ Encouraging teaching staff members to undertake various research projects like monitoring skills by networking, funding and research agencies.

- ◆ Participation of faculty and students in various seminar, workshop, orientation programme, refresher course and various deliberation.

- ◆ Organising various programmes in the college by inviting field experts.

- ◆ Many community level programmes are organised on the theme of social issue education, personality development, albescence duration, capacity building programm for women and vulnerable groups.

- ◆ Networking with other NGO's is also a priority while planning.

- ◆ Workshops on human trafficking in collaboration with Dayanad Shikshan Sanstha 5th Jan. 2015.

7.3 Best Practices

- 7.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

7.3.1 Title of the Practice:

Sustainable development in under privileged villages

Goal:

- ❖ To design co-curricular activities and social work practice for the sustainable development of under privileged villages.
- ❖ Rural development aims at improving rural peoples livelihoods in an equitable and sustainable manner, both society and environmentally. Through better access to assets and services and control over productive capital that enable them to improve their livelihoods on a sustainable and equitable basis.

The Context:

The our college of social already among the remote, geographical location. Social work is a discipline involving the application of social theory to study and improve the lives of people, groups and societies. It is a profession committed to the pursuit of social justice to the enhancement of the quality of life and to the development of full potential of each individual, group and community in the society. It seeks to simultaneously address and resolve social issues at every level of society and economic status but especially among the poor and sick. Social workers are concerned with social problems their causes, their solutions and their human aspect. They work with individual.

Sustainable development programme in under privilege village has witnessed several changes over the year in its emphasis, approaches strategies and programmes. Sustainable development can be richer and more meaningful only through the participation of clienteles of development just as implementation is the touchstone for planning people

participation is the centre, piece in rural development, people participation is one of the foremost are-requisites of development process both from procedural and philosophical perspectives, for the development planners and administrators it is important to solicit the participation of different groups of rural people to make the place participatory.

The goal is to help people return to normal life in a natural setting. Today social worker are not only the bridge linking to other helpers, they also provide their clients with hope and encourage their first steps towards a new life. Social worker usually stand in the frontline and rich out to the clients soon after problems occur. They provide an initial assessment of the situation and mobilize other needed service. Social work uses a team approach and multi disciplined. It is goal to provide a service to those who need help, especially the old, younger, poor, women group, farmer, weaker section people the sick and homeless. Its approach is to use available resources to solve problems in order to empower people to help themselves in the long term.

The Practices:

For value addition to the theory and practice, the college has added a lot of creative components in the academic co-curricular activities. Along with this it has also introduced some of the support initiatives.

Rural Camp:

In the first year college organizes rural camp as a field work component in collaboration with partner organization and local seed governance bodies in ideal villages. The purpose of the rural camp is to give exposure to rural issues develop interest and motivation for rural based work and get insights about local governance mechanisms. Students are given training along with selectable representative villagers about micro planning process. PRA techniques and rural development schemes for various department. The work with community representatives Gram Panchayat and the village community to create awareness about social issues, developmental issues and mobilize community resources through various activities during their stay. This is also part of the college regular activity purpose of goal

Field based assignments:

College construct a multidisciplinary team through social work practicum field based action plan. Team which included community organizers, Government representatives and local body members. Community members designed the action plan through community meetings and decided to work together and awareness about development in Agricultural, Economical, Educationally, environmental and social parameters. The college introduced the component of micro-study in rural development where in students participants in rural area and take up need based studies in these villages. This provides an opportunity for the practical purpose of planning or assessing field intervention of developing under privileged villages. Gram sabha, NGOs self help groups and RRA have been accorded adequate role make participatory meaningful and effective.

Strategies and programmes for under privileged villages development:

A rural economy is an integral part of the overall economy. As majority of the poor reside in the rural areas, the prime goal of rural development is to improve the quality of life of the rural people by alleviating poverty through the instrument of self-employment and wage employment programmes by providing community infrastructure facilities such as drinking water, electricity road connectivity, health facilities, rural housing and education and promoting. The various strategies and programmes through the mechanism of Govt. rural development department the help on NGOs and social governer body of the villages.

Evidence of Success:

Active participation of people from the community and ensured that the field project is successful sustainable with the help on partner organization like 'Adhar', 'Loksagar', 'Survoday', 'Award' students of the college could contribute in building the privilege village development plans through micro planning. It is significantly contributing in the process of sustainable development which leads to develop action plans. In this way

the rural camp contributes to 'Nation building' in a small way, Post N.S.S. camp, organization continued the same process in the villages of their intervention.

Field based practicum and mini research studies have contributed in learning of student. Many organization have expressed that these tasks have helped them to make some strategic decisions in their intervention some of the student got opportunities to carry out block placement in the field after the finishing the course.

Since there was a significant impact of these role, they were invited various organizations for performance to creat awareness about such issues.

The Outcome under privileges villages

- ❖ Yerkheda village 90% people built toilets, compost peet.
- ❖ Khapri village in the process of Ideal village.
- ❖ Shedegaon village awarded 'Nirmal Gram Sanitation Award'
- ❖ Women self-help group also developed.
- ❖ Youth mandal were farmed and they enstructed with responsibilities of village development.
- ❖ Youth leadership development were organized with the aims creating second line leadership with the sense of responsibilities.
- ❖ This intervention of the community impact their live and livelihood and leading towards their holistic development.
- ❖ Several families started sending their children regularly to the school.
- ❖ People get the various Govt. upliftment schemes like SC/ST housing scheme, Agriculture scheme, sanitation scheme etc.
- ❖ Reduce migrant rate.
- ❖ Started library in these villages to create educational atmosphere.
- ❖ These villages youth awareness in competition exam. They use of library book and move to various competitive exam.
- ❖ Awareness of the people about Blood donation, they give blood in blood donation camp.
- ❖ Villages formed the committee of water management.
- ❖ Awareness of health problems. Many villagers now move to rural hospital services.

Problem encounter and resources required:

Some of the pre-decided activities expected by Govt. machineries and NSS unit of university could not fit into the schedule and the college. Objectives of the rural camp, NSS camp as a focus of rural camp is wider as compared to other colleges. Staff availability is a major problem for the rural camp the same time it is necessary to have male as well as female staff to supervisors students for rural camp and extension activities of the college requires human resources, material resources, financial resources and knowledge resources.

Scaling up of the activity will be possible with adequate access to regular funds. All the above initiatives require a larger platter skilled and motivated human resources.

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