



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**DR. BABASAHEB AMBEDKAR COLLEGE OF SOCIAL
WORK**

AT POST MORANE DHULE

424002

www.drbacksw.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr. Babasaheb Ambedkar College of Social Work is the only social work college in Dhule District, initiated in 1994 by dynamic and socially committed members of Samata Shikshan Sanstha, Pune. College has completed 25 years of existence and has gone through several phases of development. College is located in Morane - a village, only recently in 2018 it has been included in the boundaries of Dhule Municipal Corporation.

College has an inherent bond with the students from the SC, ST and OBC communities, 95 percent of students come from these communities. We also promote girl students, who on an average form 48 percent of our student population. We are proud of our students who perform excellently in academics as well as in co – curricular and extra – curricular activities. Our result at the University level is 100 percent.

Our faculty has grown and developed their intellectual abilities during the last five years with 5 more faculty members completing their Ph.D. As of date, 10 faculty members are Ph.D. holders, of which 5 are Ph.D. guides. They constantly make efforts for knowledge up – gradation through long term and short term refresher courses, and attending and presenting papers at various seminars and workshops. Many of our faculties are members of various committees constituted by the University, government and non-government organizations.

College has grown exponentially during last five years. We have tried to respond to the needs of students and made efforts for their all – round development and also strived to fulfill our social responsibility of extending a helping hand to the deprived communities. It has been our constant endeavor not only to impart quality education to be students, but equip them with soft skills, groom their personalities and inculcate values and attitudes amongst them.

We have established several milestones in last five years:

- One international and three national conferences
- Six research studies sponsored by government agencies
- Ramai Poli Bhaji Centre
- Dr. Babasaheb Ambedkar Rural Development Project
- Computer Lab
- Seven add – on career oriented courses
- IGNOU Programme Centre
- Human Library

Vision

“To create awareness, inculcate the right type of social values, build capacities among the students towards social obligations”

Mission

“To impart quality social work education and training to the students in order to equip them with the required skills and abilities so that they could accept the social challenges and professional social work tasks in the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strong leadership and guidance of highly committed and motivated Management
- Qualified and experienced teaching staff with 09 teachers possessing a Ph.D. and Principal having a Post Doctorate
- The students excel in academic performance with high merit as compared to other social work colleges in the Kavayitri Bahinabai Chaudhari North Maharashtra University.
- Permanent affiliation to the KBCNMU Jalgon and registration under section 12(B) of the UGC Act
- Three faculties are members of Board of Studies in Social Work constituted by Kavayitri Bahinabai Chaudhari North Maharashtra University.
- Field Action Project : Dr. Babasaheb Ambedkar Rural Development Project of the College
- College has a well - equipped library with a total of more than 10000 books in English and Marathi.
- Completion of six Research Studies in last five years sponsored by government agencies.
- Built local collaborations – Community Administration, Government, Media, Individuals and Organizations and Forged National Partnerships
- Legal Aid Clinic in collaboration of District Legal Aid Authority, Dhule
- Seven
- add – on Career Oriented Courses offered to the admitted students to enhance skills and employability
- Ramai Poli Bhaji Centre is our unique activity which provides food for needy students of the college.
- Soft Skills and personality development workshops are conducted for the students
- Non – conventional energy sources – Solar and Wind Energy.
- IGNOU and YCMOU Study Centres
- Hostel facility for Girls and Boys at a very nominal fee.
- Dynamic NNS Unit which received appreciation at University and National level.

Institutional Weakness

- Non-sanctioning of Government aided teaching posts (3) and non – teaching posts (5) by the State Government due to which existing staff is overburdened.
- No government grants are provided for infrastructure and development projects
- Student fees are only the major source of funds. However, since 95 percent of the students belong to the reserved categories, they are admitted on a very nominal fee.
- Maximum students are first-generation learners.

Institutional Opportunity

- Harnessing research potential of faculty and to intensify a strong research climate through funded research projects.
- Since College has initiated several extension activities, students have excellent opportunities to explore and participate in outreach programmes for the local communities.
- Opportunity to reach out to and provide quality education to the most marginalized sections of society.
- Dr. Babasaheb Ambedkar Rural Development Project of the College provides a practice lab for students
- Rural and Tribal population provides opportunities for implementing various projects for deprived.
- Since ours is the only social work college in the district, there is a great demand for the courses. We have the opportunity to admit meritorious and motivated students.

Institutional Challenge

- Enhancing the English communication skills of staff and students in a highly competitive environment.
- Mobilization of resources for the upgrading of technology.
- Technology transfer from academics to students of rural background.
- Students lack the means to access technology, this coupled with power cuts of several hours daily in the villages in which they reside.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricula combines academic knowledge, skills, attitudes, personality development, and social and ethical values.

The college ensures effective curriculum delivery through a systematic and documented process to enable students to achieve their learning goals. The academic calendar is prepared well in advance, prior to the beginning of every academic year. It enlists the curricular and co-curricular activities as well as continuous internal evaluation schedule planned for the year. College follows a structured teaching plan. Various academic committees such as admission committee, field work committee, research committee, examination committee have been constituted for effective curriculum delivery

Many teaching faculty are part of several bodies set up by the University; they are members of the Board of Studies in Social work, Syllabus re-structuring Committee, Assessment Committee and they are contributing to curriculum development. They are also involved in setting question papers and assessment/ evaluation process of the affiliating University.

College has initiated seven add- on career oriented certificate/Diploma courses which are offered to the students of BSW and MSW Programmes. These are affiliated to the University.

The curriculum of social work Programme is well updated with the issues pertaining to Professional ethics, Gender, Human rights, Environment and Sustainability. Cross cutting issues are integrated in theory as well in field work, research and co-curricular activities.

In order to monitor and assess the outcome of the curriculum delivery, feedback is obtained from various

stakeholders. Feedback is placed in staff and CDC meetings and considered for making the process of teaching – learning more effective.

Teaching-learning and Evaluation

The process of teaching-learning aims at transmission of knowledge, imparting skills and formation of attitude, values and behavior. While teaching theory and field work teachers use various teaching tools and methods, beside they conduct ICs and GCs on regular basis. Teachers help and guide both advance and slow learner students in the class and outside the class. Field work review meeting is one of the innovative platforms introduced by college to improve the performance of both slow and advance learners through their field work presentations.

Teachers use participatory lecture methods, individual and group exercises, seminars, workshops, exposure and orientation visits, value based videos, youtube clips for teaching They use ICT tools to support effective delivery of the curriculum.

The internal assessment program is a continuous process. It is based on sustainable performance in classroom, attendance, internal tests, home assignments, presentations, viva-voce, classroom seminars and behavior, etc.

College has good communication and rapport with field work agencies and regular meetings are organized with field contact and agency supervisors.

Teachers and students are made aware of the outcomes of social work education program and course outcomes through various means. An effort is made to share these outcomes with all the stakeholders through parents’ – teachers’ meetings, alumni meets, field work agency supervisors meetings. The college encourages and deputed teachers for refresher course, conferences, workshops, seminars, and FDPs to enhance their teaching skills and enable them to attain the outcomes of each course and programme.

Research, Innovations and Extension

During five years, Six research projects sponsored by government agencies were successfully completed by the college.

Five Faculty members are recognized as Ph.D. Guide by affiliating University and eleven students are registered under these Ph.D. Guides. College conducted five workshops/seminars on Research Methodology in last five year. Faculty members have written 23 Research Papers which published in UGC notified Journals and a total of 121 books, chapter in books, papers published in edited volume and conference proceeding.

Nine teachers have received 22 awards and recognition in the field of Extension activities. College received a Letter of Appreciation from District Collector Dhule for its contribution in the national level programme “Swachha Bharat Mission”.

The college has been continuously making efforts and taking initiatives for creating and transferring knowledge through various innovative initiatives.

The College carries out several extension activities which are both helpful to the neighborhood community and

sensitizes students to social issues.

In the last five years college has worked in rural areas through “Smart Village” and “Dr. Babasaheb Ambedkar College Rural Development project”. College has carried out several extension activities in collaboration with NSS and other departments. College has linkages for internship, job training, student exchange and faculty exchange. College has done eight MOUs with different Government and non Government organization for research and extension activities.

Infrastructure and Learning Resources

The college has adequate facilities for teaching – learning, like computers, LCD projectors Wi-Fi enabled campus and a Computer Lab. Library is well-equipped with internet connectivity with ICT facility. The College has sports facilities including indoor and outdoor games. The College provides a platform for creative expression and promote the students’ talents. A large number of diverse cultural activities are organized by the college on a regular basis. International Yoga Day is celebrated every year to create awareness about health consciousness.

The college library is partially automated by using the Integrated Library Management System (ILMS). The library has a collection of more than 10,000 reference books, journals, e-journals, and magazines. Library organizes Book Exhibition.

Supportive facilities such as inverter, CCTVs, Solar Panels, wind energy and canteen are available in the college.

The College has well established systems and procedures for maintaining and utilizing physical, academic and support facilities. Adequate staff is employed to maintain meticulous on-campus hygiene, cleanliness and infrastructure to provide a comfortable learning environment. Stakeholders’ feedback on learning resources is sought on a regular basis to ensure their satisfaction. The Maintenance Committee looks after the regular maintenance and repairs of the entire building premises.

Student Support and Progression

The college provides many services to the students. The college strives to provide scholarships and freeships to the students every year. On an Average 66.24 % of students benefited by scholarships and freeships provided by the Government during the last five years.

The College organizes workshops on Soft Skills, Communication skills, Life skills and ICT / computing skills for capacity building and skills enhancement of students. 28.92% students have benefited by guidance on competitive examinations and career counseling offered by the college.

A Women’s cell has been formed in the College. It redresses grievances related the the girl students and Anti-ragging Committee has been constituted to deal with matters of ragging.

The college alumni are working in government as well as NGOs and private sector. The average job Placement of alumni is 20.82 % during the last five years. 7 students passed the NET/ SLET examination in the last five years. Most of the students join MSW course after completing BSW degree.

The college students participate in University as well as state level cultural and sports events. College also organizes various cultural and sports competitions every year in the college campus.

Student Council is constituted in the college as per the norms of the university. Students are involved in various committees of the college as representatives of the Students.

The college has an Alumni Association which is registered. The college alumni have good communication with College and staff members and contribute to overall development of College.

Governance, Leadership and Management

The mission and vision of the College along with good governance, able leadership and effective management guide the staff to impart quality social work education and training to the students in order to bring about a positive change in the society. Governance, Leadership and Management in the College are democratic and participatory where students and staff are members of decision-making Administrative and Academic committees.

Different committees are established at college level for effective functioning. These committees are conferred with various powers. All the stakeholders are closely associated with the growth and development process of the college and each stakeholder plays its respective role in achieving it.

The management keeps an active and open channel of communication with the staff. The college provides various schemes as per the government rules. The College organizes professional development and administrative training programs. The institution has developed a performance appraised system for teaching and non-teaching staff. In order to maintain transparency, the various internal and external financial audits are carried out. The secret of success lies in the united efforts of the management and staff.

College makes efforts to generate funds and mobilize resources from diverse sources, and also makes every effort to make optimal utilization of the funds mobilized

Institutional Values and Best Practices

The College started with a broad vision for the development of society. It works based on principles of equality, liberty and fraternity. The college always promotes gender sensitivity and equity.

The college has a solar energy system and wind energy plant as alternative sources of energy and conservation measures.

College organizes various awareness programmes based on the values, rights, duties and responsibilities of the citizens. College has prepared the code of conduct for students, teachers and administrative staff and it is strictly followed.

Various programs are organized for inculcating the values of equity, tolerance, harmony towards cultural diversities for students and the community. College organizes National and International commemorative days, events with enthusiasm. Thoughts of great Indian personalities are sowed into the young minds through the programs and activities.

The college believes in implementing the ideals of social work profession into practice. It always strives to work for the upliftment of the downtrodden sections of the society. Considering the need and background of the students' college initiated one of the best practices i.e. Ramai Poli Bhaji Centre. This center provides one time meal at a very nominal price to the students belonging to socially and economically marginalized students who travel from interior villages to the college.

Another best practice of college is the Human library. It is an innovative and novel concept of sharing experiences of eminent personalities. The Human Library concept is of a library that lends people rather than books.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. BABASAHEB AMBEDKAR COLLEGE OF SOCIAL WORK
Address	AT POST MORANE DHULE
City	Morane Dhule
State	Maharashtra
Pin	424002
Website	www.drbaacsw.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jalindar Bandud Adsule	091-9405887289	9820442889	091-1234567890	msw_college@rediffmail.com
IQAC / CIQA coordinator	Raghunath Sitaram Mahajan	091-9767262526	9767262526	091-1234567980	raghunathmahajan71@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	05-09-1994			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Maharashtra	North Maharashtra University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	16-03-2012		View Document	
12B of UGC	26-04-2017		View Document	
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT POST MORANE DHULE	Semi-urban	0.167	991.2

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSW,Social Work	36	HSC	English,Marathi	120	118
PG	MSW,Social Work	24	Any Graduate	English,Marathi	121	121
PG Diploma recognised by statutory authority including university	PG Diploma, Social Work	12	Any Graduate	English,Marathi	60	51
PG Diploma recognised by statutory authority including university	PG Diploma, Social Work	12	Any Graduate	English,Marathi	60	7
PG Diploma recognised by statutory authority including university	PG Diploma, Social Work	12	Any Graduate	English,Marathi	64	64

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				17			
Recruited	1	0	0	1	0	0	0	0	10	4	0	14
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	0	1	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				19
Recruited	12	2	0	14
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	7	2	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1		0		1

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Certificate / Awareness	Male	36	0	0	0	36
	Female	40	0	0	0	40
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	55	0	0	0	55
	Female	66	0	0	0	66
	Others	0	0	0	0	0
PG	Male	55	0	0	0	55
	Female	66	0	0	0	66
	Others	0	0	0	0	0
UG	Male	56	0	0	0	56
	Female	62	0	0	0	62
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	36	32	46	34
	Female	31	31	22	21
	Others	0	0	0	0
ST	Male	21	22	29	34
	Female	26	30	37	33
	Others	0	0	0	0
OBC	Male	42	42	47	54
	Female	39	40	38	32
	Others	0	0	0	0
General	Male	8	9	6	11
	Female	3	5	8	6
	Others	0	0	0	0
Others	Male	19	19	26	24
	Female	26	16	19	17
	Others	0	0	0	0
Total		251	246	278	266

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
54	54	54	54	54
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
05	04	04	04	04

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
239	251	246	278	266
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
50	57	52	57	57

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
103	95	101	122	98

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
15	16	14	14	14

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
18	18	16	16	16

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 06

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
2.39	1.99	1.54	1.48	2.23

4.3

Number of Computers

Response: 27

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Dr. Babasaheb Ambedkar College of Social Work is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon and follows the curriculum prescribed by University. BSW and MSW programmes run by College comprise of theory, fieldwork and research as part of curriculum. The role of college is mainly in academic planning, implementation, providing support, assessment, and evaluation. College ensures effective curriculum delivery through a systematic and documented process to enable students to achieve their learning goals.

Following mechanisms are used for well-planned curriculum delivery.

Academic Calendar

Process of calendar-making for the academic year begins well in advance; prior to the beginning of every academic year. Inputs from academic committees, examination committee, various cells and committees of the College are considered in the formulation of the calendar. This clearly indicates detailed schedule of admissions, internal examination, fieldwork assessment, study tours, village camps, and major activities by various committees and cells.

In the beginning of every academic year, College distributes its calendar to the students, teaching and non-teaching staff and field work agencies.

Teaching Plan

The College follows a structured teaching plan. Each faculty member prepares a subject -wise teaching plan every semester for effective curriculum delivery, which clearly indicates the topics to be taught, number of working days allocated to respective teacher as well as methodology that would be followed for each topic.

Time-Table

A weekly time - table which is a schedule of regular classes is made carefully for each of the BSW and MSW classes every academic year.

Academic Committees

College has various academic committees such as admission committee, field work committee, research committee, examination committee for effective curriculum delivery

Course Orientation

Once the admission is finalized and classes have started, the teachers orient the students to different theory subjects, exam pattern and guideline for field work, other activities, regulations and discipline of the college.

Teaching Methods

For effective transmission and delivery of curricula, teachers integrate classroom teaching with various ICT tools; faculties creatively use PPTs, documentary films, videos. field visits, seminars, group discussion, poster making, stimulation games, etc for experiential learning.

Field Supervisors' Meetings

Field work agency supervisors and teachers meetings are conducted by

college twice every academic year so as to make the agencies aware about objectives of the curriculum and implementation of effective field work. Discussions are held on problems faced by students during field work and learning experience of students. Suggestions are sought for making field work more effective.

Field Work and Research Manual

Detailed structure of various courses, terms- conditions and University guidelines of the courses, theory subjects, internal and external assessment, examination pattern, field work contents, research dissertation guideline, outline and schedule etc. are described in detail in the manual.

Weekly Faculty Meeting

Every Monday faculty meeting are held to discuss various issues like students progress, and issues relating to implementation of curriculum.

Feedback System

Every academic year, IQAC collects feedback on curriculum, teaching-learning process, support services, infrastructural facilities, from various stakeholders. Suggestions given are considered and improvements are done for implementing curriculum effectively.

File Description	Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE**Response:**

The academic calendar is prepared in advance before the beginning of every academic year. Every cell and

committee plans different academic activities which are reflected in the academic calendar. The final drafts are placed in the IQAC meeting at the end of the previous academic year for discussion and to incorporate additional inputs if any.

The academic calendar carries approximate schedules regarding admission process, principal's address, schedule of teaching-learning and field work, research dissertation, internal tests, field work assessment, viva - voce, research dissertation schedule, sports events, annual gathering, annual day function, parents' meet, village camps, study tours, conferences, workshops & seminars as well as major curricular and co-curricular activities, extra-curricular activities of the various committees, cells and institutional events to be organized, etc. Annual calendar for the new academic year is prepared considering the requirement of number of days and time required for various activities. The academic calendar is displayed on notice board for reference of the students and also printed in the field work & research manual.

The college prepares the schedule for internal evaluation as per the examination schedule laid down by the affiliating University. The examination committee prepares & displays the time-table well in advance.

The college follows its academic calendar for conducting Continuous Internal Evaluation (CIE). The Continuous Internal Evaluation is carried out in a variety of ways including field work seminar, rural camp & study tour presentation, group discussion, internal written exam/tests, field work assessment/evaluation and viva - voce . Only students who are absent for the tests on valid grounds are allowed to go for evaluation at a later date. All the committee try to execute all academic and other activities as per the schedule given in academic calendar.

Internal written examination.

- 1.The examination committee declares the time-table of semester wise test / internal written examination as per the academic calendar in advance.
- 2.The examination committee conducts semester wise internal written examination of theory courses as per the schedule

Field work assessment and viva-voce (internal).

- 1.Dates of field work assessment and viva-voce of each semester are mentioned in the academic calendar.
- 2.Each Student is assigned a faculty supervisor who continuously evaluates the performance of the student in field work.
- 3.A viva-voce on field work (internal) is conducted for the students at the end of each semester.

Research Dissertation

- 1.Research coordinator prepares detailed schedule of research dissertation which is printed in the research manual.
- 2.The research guides ensure that the schedule is followed while providing guidance to the students.
- 3.Notices about schedule and deadlines of research dissertation are also displayed on the notice board

by the coordinator from time to time for students.

File Description	Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 0

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 00

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 21

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
05	04	04	04	04

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 78.82

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
199	193	206	220	189

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**

Response:

Firstly, social work is a human profession and secondly the University and college are located in a backward location, hence these cross – cutting issues are an integral part of our curriculum. The curriculum of social work program is well updated with issues pertaining to Professional Ethics, Gender, Human Values, Environment and Sustainability. Besides, college also organises various activities and programmes to address these.

Professional Ethics

Theory: In the curriculum, content such as philosophy of social work, legal and ethical standards, principles and values and code of ethics address professional ethics.

Other Activities: College had organized a one day Seminar on “Ethics, Values & Principles in Social Work” for the teaching staff and a State level seminar on “Ethics, Values & Principles in Social Work” for students of social work colleges in Maharashtra.

Gender

Theory: Gender is covered in curriculum of all programs; topics include gender equality, women’s rights, dowry, divorce, sex determination, feminist movement, anti dowry movement, social construction of gender, gender discrimination, gender & division of work, understanding patriarchy of gender in India etc.

Field Work Activities: The students conduct various activities in community related to Gender such as special awareness campaign on dowry system, violence against women, Save the Girl child etc.

Research: College has conducted two research studies on women; one being “The study of dowry death cases and deserted women affected by domestic violence in Dhule district (Maharashtra), and the other one on “Problems faced by women in unorganized sector in Dhule city”.

Other Activities: College constitutes a Women’s Cell which organizes programmes on gender sensitization. There is Women’s Grievance Redressal Cell which addresses issues related to gender.

Human Values

Theory: Human Values are a part of the curriculum of all programs. There are topics such as child rights, human rights, social justice, harmony and humanity, universal declaration of human rights etc. PGD in Child Rights helps in creating awareness amongst the students about Human Values.

Research: Students are encouraged to select topics related to human rights for their research dissertation such as child labour, Dalit atrocities, etc.

Other Activities: College has been organizing innovative program “Constitution Reading Week” from 2008 onwards where universal human values are promoted.

Environment and Sustainability

Theory: These are part of curriculum which includes topics such as global warming, water conservation, Narmada Bachav Aandolan, sustainable and people centered development, environmental problems - pollution, waste disposal and sanitation etc. Environmental Studies’ is a compulsory subject for BSW Part I.

Field Work Activities: Students organize various campaigns related to environment in communities in which they are placed for field work, like Swachha Bharat Mission, tree plantation etc.

Research: Students are encouraged to select topics such as ideal village study, impact of dam on affected people, issues of displacement, etc.

Other Activities: College conducts field visits for students of BSW Part I to provide them an exposure to solar energy system, wind energy plant, Bio gas, Nakane Dam etc. The college also gives assignment and minor projects to the students related to environmental studies.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 18.57

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
13	13	13	13	13

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 100

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 239	
File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni</p> <p>Response: A. All of the above</p>	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback process of the Institution may be classified as follows: Options:</p> <p>1.Feedback collected, analysed and action taken and feedback available on website 2.Feedback collected, analysed and action has been taken 3.Feedback collected and analysed 4.Feedback collected 5. Feedback not collected</p> <p>Response: C. Feedback collected and analysed</p>	
File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 97.45

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
96	114	104	114	114

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
100	114	114	114	114

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 99.62

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
50	57	51	57	57

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

College recognizes the diverse needs of students especially those with varying degrees of learning capabilities and follows an inclusive approach to teaching – learning. Teachers interact and communicate with the students very closely. In order to maintain quality of education and to give justice to students, college tries to assess the students as advance learners and slow learners at various levels.

Following measures are implemented to address needs of both slow and advanced learners:

- Each student is assigned a faculty member who supervises the student for field work and also mentors the student. Personal attention is paid by respective teacher who meets the students every week for Individual Conferences and once a month jointly in groups of around 18 – 19 students for Group Conference. These also serve as a platform to provide special attention for both, slow and advanced learners.
- Students' progress and issues if any are discussed in weekly faculty meetings and appropriate measures and programmes are planned.
- Course Orientation and Library Orientation programmes are conducted at the beginning of every academic year
- Continuous Internal Assessments facilitate consistent tracking of academic performance of students
- College has a Student Counselling Cell to cater to the emotional needs of students and to improve performance of slow learners through counselling.
- Interactive teaching methodologies are part of every classroom teaching in the College.
- Special lectures and experience sharing of eminent personalities, field practitioners for all students
- Workshops on life skills and soft skills training
- Field Work Review Meetings are held regularly to help students improve their performance

Measures for Slow Learners

- **ICs, GCs and Mentoring:** Special attention and extra time and guidance is provided by the faculty to help them cope with academics. Inputs are provided on specific problems faced by students such as report writing, assignments, research or theory concepts or topics. They are also assisted to overcome cultural barriers which hinder learning.
- **Peer – learning** where slow learners are supported by their peers to help them in field work and study.
- **Participation in co-curricular and extra - curricular activities:** Slow learners are given special assignments in field work and encouraged to participate in sports and cultural activities such as street play, role play, preparing a script of street play, preparation of awareness songs, slogans, poster preparation etc. as per their interest and capacity. This helps build their confidence and fosters learning.
- **Remedial Teaching:** Slow learners face greater difficulty in English and Research subjects, hence

extra classes and workshops are conducted in these subjects as to help these students understand basic concepts and pass an examination

Measures for Advanced Learners

- Guidance and support are offered for participating and writing and presenting papers at seminars and conferences.
- Involving students in research projects undertaken by the college.
- Organization of special talks and lectures for students who prepare for competitive exams
- Encouraging them to participate in 'Avishkar' an innovative research activity of the affiliating University and Government of Maharashtra.

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 16:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The teaching - learning process followed by the College is student oriented and focuses on their overall development. Every faculty member of the college is aware of the background and limitations of students who mostly come from rural and tribal areas. Therefore, apart from lecture method, various other teaching methods are adopted by the teachers so that conceptual clarity and understanding of students is enhanced.

Methods of teaching: The faculty is encouraged to use various innovative teaching methods. The IQAC regularly organizes Faculty Development Programmes (FDP) as well as encourages teachers to attend the FDP related to innovative teaching methods. All the teachers regularly and creatively use case studies, group discussions, posters, power point presentations, simulation games etc. for teaching.

Experiential Learning:

Students are provided with opportunities for experiential learning. The practical use of various methods and professional values of social work education is experienced through field visits, agency orientation visits, concurrent field work, study tours, rural study camps, research survey and project work etc. Every undergraduate, as well as postgraduate student, is required to undergo such learning with experience not only to meet the academic requirements of the college and university but, more to bring about the personal and professional development through such teaching and learning process. Various individual and group exercises such as songs, drama, street play, project demonstrations are organized by the college to help

build students confidence and for their personal and professional growth. Skills like communication, presentation and report writing are developed through practical experiences.

Participative Learning:

The practical experience and participative learning are closely related in teaching learning process as they supplement each other in the process of personal and professional development of the students. Participative learning is very clearly seen and noticed in actual learning process of social work education, in which students participate actively in events such as group discussions, paper presentations, classroom seminars, project designing, field work seminars and various skill development activities. Other activities such as field and agency orientation visits, exposure visit to project, study tour and group experiences also provide good participative learning in social work education.

Problem Solving methods:

The process of social work education either through class teaching or field experiential learning equips students to understand and resolve their own problems as well as other issues. The tasks undertaken by the students with the help of faculty members are related to problem solving process. In their field work practice, students make use of individual counseling and social casework to help individuals resolve their problems, group work methods for dealing with group problems, and community organization while working with communities and various social issues and problems of the society. Similarly, the use of other methods such as application of research, social action, and administration also helps the students in problem-solving process. The individual and group conferences are the best tools to help the students to understand the problems acquire problem-solving skills.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Information and Communication Technology (ICT) consists of various tools and systems that can be exploited by capable and creative teachers to improve teaching-learning experiences. Use of ICT increases motivation, enthusiasm and confidence in students. It further allows a teacher to demonstrate, explore and clarify teaching methods which enable students to learn more effectively.

Teachers use ICT tools like LCD projector, mobile, laptop, and computer. The College encourages teachers to complete online courses on technology and also to complete various courses in regards to updating computer related knowledge. Each classroom is equipped for use of LCD projector.

The College has a computer lab that can be accessed by the students. The library has facility of computer with internet for students to enable them to access E-learning resources. The College has subscribed to

Inflibnet and N-list, Shodhganga,

and allied e-resources are provided free of cost to the teachers and students. Each one is provided with a user ID and password to access the e – material available through it.

WhatsApp and e-mail groups have been formed for each class. The teachers and students share knowledgeable you-tube, videos, messages, web – links, etc. related to the curriculum on these groups.

Each class has either study tour or rural camp to provide the students with an exposure and enhance practical knowledge and skills in students. The students have to make presentations and it is mandatory for the students to make use of ICT tools for this purpose.

Teachers give assignments to students to learn through the internet and websites with the help of library.

The college has established various forums where ICT tools are introduced. Such forums include classroom teacher-students group, parents-teachers association, alumni, field work agency supervisors group, study tours, rural camp groups, placement groups, etc.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 18:1

2.3.3.1 Number of mentors

Response: 13

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 86.94

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 47.62

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
10	08	07	05	05

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 12.73

2.4.3.1 Total experience of full-time teachers

Response: 191

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The assessment of students is an integral part of the teaching-learning process of students. As the college is affiliated to Kavayatri Bahinabai Chaudhari North Maharashtra University Jalgaon, it follows the examination pattern laid down by the University. The internal assessment program is a continuous process in nature and is conducted semester-wise as per the directions of the affiliating university. The internal assessment is based on attendance, internal tests, home assignments, presentations, viva-voce, class seminars etc.

The college has a system of displaying students' list of low attendance in classroom, field work and co-curricular, extra-curricular activities. The students having lower attendance in particular activities must report to the Discipline Committee with their written application. In some serious cases, we call the parents//guardians to the College and try to resolve the issues regarding their wards attendance and performance.

In the weekly staff meeting, discussions regarding teaching-learning affairs are also held, in which review of students' attendance, performance and achievements are discussed and appropriate decisions are taken.

College has a field work and research manual in which detailed description about the criteria of evaluation and assessment is clearly stated. The manual is given to each student at the beginning of every academic year.

Individual and Group Conferences are conducted once in a week or even more frequently if there is a need in which faculty feedback and guidance is provided to students about their performance in theory, field work and research work. It helps to improve the performance of those students who are lagging behind in the study.

Field work assessment is done by the panel of faculty members in order to maintain objectivity and transparency in the evaluation process. Well written answer sheets are discussed with the students in the class.

Time table of examination of every semester is displayed on the notice board well in advance- at least fifteen days prior to the examinations. Internal marks are also displayed on the notice board and queries or dissatisfaction if any are discussed with the concerned subject teacher. Request for reassessment and re-examination of absent students is considered by the college.

File Description	Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The College has a dynamic Examination Committee under the chairmanship of Principal and the

committee deals with redressal regarding issues of students. Any student may register his/her request to the Committee for being downgraded in internal assessment mistakenly or intentionally.

Internal assessment marks are displayed on notice board and if students have any doubt about their assessment, they can freely approach the concerned teacher or the Committee.

The grievances related to internal assessment are redressed within ten days. The decision is communicated to the students regarding their complaints. College also has the system of providing a photocopy of answer book if asked by the students.

The corrected answer books with the concerned teachers' feedback are also shown to the students so as to help them to improve their performance for next time, It has proven very encouraging to them. All these practices are helpful to maintain transparency in the examination affairs.

Every class has a class-teacher who looks after entire theory and field work related activities. Besides this, field work committee and examination committee also work to minimize grievances. We constitute a committee or panel of three faculties to observe grievances and transparency of issues regarding field work.

The Structure of Examination Committee is as under

1. Chairman – Principal
2. Co-coordinator – Senior faculty
3. Members – Faculty (Two)

Roles and Responsibilities of Examination Committee

- Conducting Internal Examinations
- Grievance redressal, re-examination and scribe writer
- Setting and moderation of the question papers as per the guidelines of the Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon.
- To take measures against any misconduct or fraud in the examination.
- To display the statement of internal marks on the notice board.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The teachers and students are made aware of the outcomes of social work education program and course outcomes through various means.

The College Development Committee (CDC) continuously discusses the programme outcomes and their achievement with the teachers. These are also discussed in the weekly faculty meetings as well as in the

Faculty Development Programmes organized by the IQAC. Three teachers of our college are members of the Board of Studies in Social Work nominated by the University and some teachers are also member of the sub - committee of syllabus restructuring at the University level, hence they have to understand and keep in mind the programme outcomes while carrying out any academic tasks.

The students are made aware of the programme outcomes, through Principal's address, orientation programme, classroom discussion, valedictory function . The program outcomes of all the courses are clearly made known to the students by the respective teachers. Teachers interact with the students in classes as well at various forums about what they are supposed to get at the end of each program. The program and course outcomes of both BSW, MSW are clearly made known to the students at the beginning of the programme and reinforced time and again.

An effort is made to share these outcomes with all the stakeholders through parents' – teachers' meetings, alumni meets, field work agency supervisors meetings. The college encourages and deputed teachers for refresher courses, conferences, workshops, seminars, and FDPs to enhance their teaching skills and enable them to attain the outcomes of each course and programme.

Successful alumni' are invited to the college to interact with both the students and teachers at the time of entrance test, internal assessment and specific events and meetings. They share as to how the different courses shaped their careers and thus help students appreciate the program.

IQAC conducts faculty development programmes on teaching methodologies, research methodology and skill development programmes in which discussions are carried out on programme and course outcomes, which is later reiterated to the students. The college organizes career counseling lectures and capability enhancement programmes to effectively communicate the learning objectives and expected outcomes.

The outcomes of all the courses as well as the programmes are displayed on the College website.

File Description	Document
Upload any additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

There are two programmes in the college viz. BSW and MSW and the outcomes for these are different. Attainment of outcomes is monitored at two levels – the course outcomes and the programme outcomes.

The attainment of outcomes of the courses are evaluated through continuous internal evaluation which is carried out by the College as well as the external examinations carried out by the University. Students' performance in the internal examinations provides the initial indication of their learning outcome. The teachers provide constructive feedback to the students on the basis of this performance. Thus, they are helped to improve their performance in the external examinations. The annual percentage of pass rate, which includes the Internal and External Examinations, is the quantitative yardstick in this direction. The result of both BSW and MSW degrees are around 99 percent each year.

Faculty members visit regularly to their assigned field work agencies and interact/discuss with students as well as agencies and supervisors, about the performance and achievements in field work.

At the BSW level, program outcomes are indicated by the progression of the students for higher education. In the last five years, an average of 73.6 percent of our Bachelor's students pursued higher education.

For MSW programme, placement is designated as the primary means in assessing the realization of the intended programme outcomes. The Specific Outcomes of the program are reflected in the placements of the students or students who have initiated their own NGOs.

Feedback of alumni student helps to evaluate whether students have properly

perceived the content of the curriculum and whether they have understood the values of professional social work education and whether they have attained the expected outcomes and goals.

College also maintains contact and is in communication with field work agencies, employers and other Government and non-government establishments for the purpose of feedback. We organize field contact meets with NGOs where students are placed for block placement. Feedback is obtained on the knowledge, skills, attitude and performance of the students, and accordingly, strategies are planned to deliver the best. Interaction with these stakeholders helps College understand whether the intended outcomes have been achieved.

The college Career Guidance and Placement Cell takes initiatives to organize campus interviews generally, twice every year.

Every year, on an average 21% of students have been selected for various jobs in Government departments as well as in the NGO sector.

2.6.3 Average pass percentage of Students during last five years

Response: 99.63

2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
103	95	100	117	97

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
103	95	101	118	97

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.33	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 1.23

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	00	1.23	00	00

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 33.33

3.1.2.1 Number of teachers recognized as research guides

Response: 05

File Description	Document
Any additional information	View Document

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 80

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	01	01	01	01

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
01	01	01	01	01

File Description	Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The college has been continuously making efforts and taking initiatives for creating and transferring knowledge through various innovative initiatives.

Dr. Babasaheb Ambedkar Rural Development Project

This is a field action project of the College which was initiated in 2015. Social work being an applied social science discipline, the emphasis is on teaching and learning through praxis – a two way process between theory and field work. Field work has the dual purpose of promoting the student's own learning while contributing to the development of the people with whom he / she works, especially the disadvantaged sections of our society. The students of the College are placed in this project for field work.

The project works with the rural tribal, scheduled castes and other marginalized groups on issues of basic amenities and to empower them deal with their problems.

This Project is a practice lab which provides learners first - hand experience of working with individuals, groups, families, communities and systems. The Project contributes to transfer of knowledge as follows:

- Provides an opportunity for integration of classroom learning and field practice and vice versa (feedback mechanism for both class and field)
- Develop skills to utilize the knowledge learnt in the classroom for analysis of problems affecting

- the target groups and selection of the appropriate means for problem-solving
- Inculcates attitudes, values and commitments of the profession and those relevant to working with the most disadvantaged sections of society.

This project is unique in many ways. While it has created a platform for the students to practice their field work and share their experiences and knowledge with each other, it also works towards resolving issues of the marginalized and further facilitates the academic development of the faculty supervising these students and keeps them in touch with the field.

Conferences/seminars/workshops/trainings/guest lectures

These facilitate dissemination of knowledge and sharing of experience, both amongst students and teachers.

Eminent personalities who have significantly contributed in research, social activities, academics, are invited as resource persons for these seminars and conferences. These resource persons give meaning to experience through spoken and written narratives.

Such academic exercises provide a platform for debate between individuals with opposing views that stimulate critical thinking.

Research And Training Centre

The Centre inculcates a spirit of research amongst faculty and students. It oversees the smooth and efficient coordination of research and development activities in the College, thus fostering overall growth and development.

The center organizes various capacity building workshops on research proposal writing, research methodology, both for students and faculty members to enhance their skills related to research. It forges academic and research collaborations with government and non-government agencies and establishes links with various organizations and funding agencies for sponsored research studies.

The Centre motivates students for presenting papers in university, state and national conferences and competitions and exhibitions like AVISHKAR at university level.

Research infrastructure has been created, that includes, a computer laboratory, internet and adequate provision is made to procure books and journals e-journals references from our well stocked library.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property

Rights (IPR) and entrepreneurship during the last five years**Response:** 9**3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
01	03	01	02	02

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards**3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years****Response:** 2.2**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 11

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 05

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 0.34**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
00	05	0	00	0

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 8.08

3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
25	34	22	18	19

File Description	Document
List books and chapters edited volumes/ books published	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The College carries out several extension activities which are both helpful to the neighborhood community and sensitizes students to social issues.

Smart Village Scheme: Adoption of Ramnagar

Ramnagar village was adopted by Dr. Babasaheb Ambedkar College of Social Work, through NNS under the University's Smart Village Scheme. Ramnagar was an isolated Adivasi village with no basic amenities and facilities like electricity, water, soak pits, roads.

The students implemented various programs e.g. family survey, economic survey, employment survey, standard of living etc. From this study, the students were able to experience the poverty of the local people

of Ramnagar village, lack of amenities and the struggle of the people for survival.

Visible changes and development happened due to intervention by college students and faculties. The village received electricity, a road was constructed which improved communication, and a flour mill was installed for which women used to travel 5 km every time. Through *shramdan*, the students constructed toilet soak pits also. The experience gained while doing this work created social awareness among the students.

Swachh Bharat Abhiyan

Under Swachh Bharat Abhiyan, a Government of India programme, a 15-day clean-up campaign was carried out in Kundane village jointly by the college and Nehru Youth Center. Being part of this larger program helped sensitize students to work for the nation building. The students were able to understand the structure and nature of the village. They developed skills of communicating with people and helped them understand their problems.

Swachh Bharat campaign at kundane village was appreciated by Dy. Collector, Dhule and the College received letter of appreciation from district authority and in regards to such an innovative campaign where students were involved in organizing tree plantation, cleanliness awareness rally, poster competition, dental check up camp, essay competition, street play on sanitation, film show camp etc .

Mob Lynching Awareness

In Ryanpada village, Sakri taluka of Dhule district, some beggars were lynched to death by a mob following a rumor that a gang of kidnappers had arrived. Dr. Babasaheb Ambedkar College of Social Work and Navnirmitti NGO Dhule jointly launched an anti-rumor campaign which was broadcasted by BBC News. In this campaign, college students raised awareness about social values, harmony and peace through street plays. The campaign provided training to students on how rumors can be dangerous and should not be believed and how to maintain social harmony and peace in challenging situations while doing social work.

Our School Project

The dropout rate in rural areas is high. The college implemented our school project under field work in Chittod village Girls'Zilla Parishad School. This is a tribal (Bhil) dominated village. The project enabled social work students to study the educational situation in rural areas, student dropout rate and causes of absenteeism among ST girl students. The intervention by the students and faculty was instrumental in reducing the dropout rate amongst the girl students in this village.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/

government recognised bodies during the last five years**Response: 2****3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
00	02	00	00	00

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**Response: 14****3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
02	01	05	02	04

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response: 24.22**

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
40	50	73	100	50

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 74

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
00	21	18	21	14

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 1

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	01

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Teaching learning process is the heart of an educational institute. College pays appropriate attention and puts in sincere efforts to ensure that this process is a seamless one. It recognizes the role of infrastructure both physical and technology in effective teaching learning process.

Infrastructure

- Principal's office
- Administrative office.
- Accounts office
- Distance learning Centers –Yashvantarao Chavan Maharashtra Open University and Indira Gandhi National Open University.
- Research and Training Center.
- Dr. Babasaheb Ambedkar Rural and Urban Development Project Room
- N.S.S. room
- Sports room & Record Room.
- Examination room.
- IQAC room
- Counseling room.
- Computer laboratory.
- Library and reading room.
- Staff Rooms - Two spacious rooms & four cabins with adequate infrastructure
- Store room.
- Solar plant and batteries storage room.
- Girls Hostel
- Boys Hostel
- Well -equipped seminar hall.
- Girls Common Room.
- Canteen and Ramai Poli Bhaji Center
- Adequate number of toilets- Separate for ladies and gents
- Facilitated toilet for Divyangjan.
- Guest house.
- Sick Room.
- Class Rooms- 05.
- Water Tanks- 02
- Ramp for Divyangjan.
- Garden

Equipment

- Photocopying machine- 02
- Computers- desktop- 25 and laptop- 12
- Printers- 04
- Scanner -01
- LCD projectors- 02
- CCTV Cameras – 04
- Biometrics machine-01
- Inverter and batteries- 03 and 17
- Sound system- 01
- Cordless mikes -02
- Megaphone -01
- Public address system- 01
- Camera- 01

Facilities

- Wi-Fi connection
- Wireless internet – 03 routers
- Solar & Wind energy – Electricity
- Solar energy – Hot water for bathing (for hostels)
- Well and bore well- 24 hours water supply
- Purified drinking water
- Compost Pit – disposal of wet waste
- Wheelchair for Divyagjan
- Landline telephone connection
- All units are provided with necessary furniture
- First-Aid kit
- Doctor on call
- Fire extinguisher
- Parking

The college is well equipped with the necessary infrastructure, equipment and facilities for a conducive teaching-learning environment. There are five classrooms. Each faculty member and administrative staff is provided with separate working space. There is a separate staff room for female faculty members with attached washroom. The Seminar hall has a seating capacity of 250. Library is well stocked and has 5 computers for students and staff; reading room is available for students and faculty corner is available for faculty members.. The computer laboratory is equipped with 12 computers which are accessible to students. There are separate hostels for girls and boys, with an accommodation capacity of 20 each. Ramai Poli Bhaji Center is a unique facility; it provides meal (Three chapattis and bhaji) to needy and desiring students at a nominal cost of Rs. 5/-. College has a canteen and facility for subsidized lunch is made available for staff through the canteen. Non-conventional energy sources - Solar system and wind mill are installed. We have composting pit where we process wet garbage generated in our premises. Campus also has adequate parking space.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

Facilities for Sports and Games

The college recognizes the fact that good health is a vital constituent of a student's personality. Sports activities are important for discipline, confidence, good health, concentration and teamwork in students. The college works on overall development of students and hence encourages participation in sports activities besides the academic development of students.

College has constituted a Sports Committee and one of the faculty members is appointed as the Sports in-charge. The Committee is responsible for all sports activities.

A ground measuring 33.20*64 sq.mtr is made available by Samata Shikshan Sanstha to the students for outdoor sports activities. The ground is available for various activities whenever needed. The college has facilities for Volley ball, Cricket, Kabaddi, Kho-Kho and Athletics.

Facilities for Indoor games like carom, chess, and table tennis are available for students as well as staff in the Sports Room.

The students are encouraged to participate in inter- college and inter -university sports competitions. The information about various sports tournaments at other colleges and universities are communicated to students by displaying the same on the notice boards as well as by circulating it in each class. The players are provided sports kits, track suits and T-shirts. Travelling allowance and refreshment allowance is provided to the students and staff for participating in various events. Winners are felicitated by mementos and certificates.

Facilities for Cultural Activities

Cultural activities are useful for the holistic development of students. They are important for developing confidence, compassion, coordination and team work in students. We provide a platform for creative expression and promote the students' talents.

A large number of diverse cultural activities are organized by the college on a regular basis. The college organizes thematic competitions such as Dance, Songs, Debate, Elocution, Poetry Reading, Street play, Mehendi, Rangoli, Poster Making, Painting, Collage, Solo performance, Cartooning, Clay Modeling and Essay Writing on social issues.

We encourage and support students to participate in various cultural events and workshops organized by other like-minded organizations as well. Our performance in cultural activities has been very good during

the last five years, The students of the college have represented at Zonal and state level cultural events.

The college also promotes students' participation in the youth festival organized at different places by Kavayitri Bahinabai Chaudhary North Maharashtra University, Jalgoan.

The college hires the necessary instruments for classical and modern cultural activities and events like folk orchestra, group songs, vocal and classical singing. A choreographer is hired as per need for various dances.

College day is organized every year around a special theme on current social issues and various drama, songs, poems, rangoli, mehendi, poster making, painting, collage, street play etc. are centered around this.

This is a much awaited event and students participate enthusiastically. The winners are felicitated in the college annual function.

File Description	Document
Upload any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 33.33

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 02

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 19.97

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.28	0.4	0.26	0.18	0.87

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The library is the prime learning resource of the college. Library has a total collection of 10170 books including reference books, textbooks and other books which are barcoded. The Library is automated through Integrated Library Management System Known as Library Manager Software 2.0. The software has been developed by Creative Software Solutions Pvt. Ltd. The Library Manager Software 2.0 consists modules such as Book Management, Membership, Book Accession, Issue-Return. The Issue-Return is carried out by using software as well as manual cards are kept as supporting documents for students, faculty and non-teaching staff also.

Library Manager Software 2.0 provides various types of reports which can be generated with the use of above mentioned software like library members list, total number of books, author wise book list, subject wise book list, issue - return report i.e. daily and monthly class wise. Library Manager Software also provides facilities like database backup and restore facility.

In the library, there are 6 computers with internet and WiFi facilities available to the all the students and staff.

The library offers various services to its users like internet browsing, photocopy, library orientations, inter-library loan facility, newspaper clipping and also giving membership to outsiders i.e. research scholars, ex-students, working people etc.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.51

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.40	0.41	0.65	0.46	0.61

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 16.93

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 43

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The teaching-learning environment is changing rapidly and getting technology oriented. The college has established mechanism for upgrading and deploying information technology infrastructure. The college first, assesses the needs, number of students and staff and other users. The provision is made in the budget for annual maintenance and technician is called on a need-basis. The college frequently updates its IT facility through various systems.

The classrooms are given equipment and other essential facilities like surveillance system, electric power supply, antivirus for computers,

Until 2014 one LCD Projector was available in the college. However, with change in teaching methodology, need was felt for another projector which was procured and as of today, we have 2 LCD Projectors. They are used by faculties for teaching as well as for staff meetings, staff training. Students of TYBSW and SYBSW also use LCD projectors for their research presentations, and rural study camp and study tour presentations. The projectors are moveable so we move them wherever needed.

In 2014 there were 2 computes with internet connection in the Library for Staff. Today we have 07 computers with internet connection of which 04 computers are for students use. The college has also initiated a Computer Laboratory for students. The Lab is equipped with 12 Computers

The campus is Wi-Fi enabled and internet facility is available in all the units.

During the last five years, the college has succeeded in obtaining 24 computers as a donation by Samata Shikshan Sanstha, Pune and one computer was donated by Mr. Sudhir Tambe (MLC)

In the Year 2018 college installed 4 channel CCTV Cameras set for campus security.

However, the rapid upgrading of technology poses a challenge.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 9:1

File Description	Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution**Response:** D. 05 MBPS – 10 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 53.89**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**Response:**

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities At the college level there are different committees to monitor the smooth functioning of the college.

Physical Facilities

The College has a Purchase Committee under the chairmanship of the Principal. Any new requirements are

communicated to the Committee. The Committee assesses the needs and requirements of physical facilities. After an assessment, quotations from vendors are called for. The quotations are evaluated in terms of quality and reasonability of prices and placed before the Principal. After the Committees consent, essential purchases are made. After purchasing it is noted in the stock register and then brought it in use.

Internal cleaning of the college building is equally distributed among all the support staff. Both urinals and toilets are also regularly cleaned and proper hygiene is maintained. The Cleanliness Committee of the College monitors this. A chart is displayed outside every toilet block where the date, time of cleaning and signature of the staff is indicated.

Academic Facilities

For proper functioning of College's educational activities, there is an Internal Quality Assurance Cell (IQAC). The IQAC prepares the Time-table and Academic calendar for effective delivery of the curriculum.

Purchasing of necessary products for education are discussed in the IQAC meetings. If there is a change in the syllabus, the IQAC prepares the list of books required and sends it to the library for purchase.

Library

library is one of the most important facilities in any educational institute, for both the students as well as the teachers. A library advisory committee has been constituted to ensure the smooth running and maintenance of the library as well as for library augmentation. This committee meets twice a year and discusses about purchasing and up gradation of library including books, journals, e-resources, internet facilities, etc. and take decisions with approval of the Principal.

The Librarian, assisted by a team of library staff, looks after the maintenance of the library books, journals, periodicals, furniture, electronic equipment, computers and software.

Whenever new books are purchased, it is recorded in a register before bringing it in use.

At the end of every academic year, the stock of all the books is taken. Books which are not in a usable condition are weeded out after approval from College Development Committee and books which are damaged are sent for binding.

Sports Complex

One of the faculty members is appointed as the Sports in-charge. He along with the Sports Committee looks after the functioning and maintenance of the sports equipment and ground.

All purchases are recorded in the stock register. An Issue and Return Register is maintained, whenever sports material is given to students and returned by them, it is noted in this register.

Computers

The responsibility of maintaining the computer laboratory is assigned to one faculty member. There is a register for maintaining a record of use of computers. There is an agreement with KGN computers for

repairing. This contract is on an on-call basis. They also advise on the matters of software, up-gradation, replacement and writing off of computers. They also guide us on the use and upkeep of computers.

Classrooms

A committee for cleanliness ensures that all the classrooms are in proper condition. The purchase committee arranges all concerning purchases for the classrooms i.e. chart paper, sketch pens, markers chalk, dustbins etc. The Repair and Maintenance Committee ensures that desks, blackboards, fans, electrical fittings etc. are in proper working condition and the classrooms are well equipped for teaching-learning.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 66.34

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
134	151	160	206	203

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 5.26

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
17	18	16	07	8

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: C. 2 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 18.01

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
69	60	43	31	23

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 12

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
06	32	11	08	03

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 132.04

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 136

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 60

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
5	2	1	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
5	2	1	0	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The college is affiliated to Kavayitri Bahinabi Choudhari North Maharashtra University, Jalgaon and as per the guidelines of Kavayitri Bahinabi Choudhari North Maharashtra University, Jalgaon, the College constitutes a Student Council every year. Based on the pre-requisites directed by the university, the Student Council includes merit-based representation from all classes of both, MSW and BSW courses, girls' representation, students from SC, ST & other categories and students who have an extra-ordinary performance in sports, cultural & NSS activities. Details of duly nominated student council are sent to Kavayitri Bahinabi Chaudhari North Maharashtra University, Jalgaon. Student council was formed in academic year 2017-2018. Directives for constituting a Students Council were not issued by the University in the academic years 2018-2019 & 2019-20, hence the college did not form the student council in these two academic years.

Administrative Level Participation:

The college has constituted various committees and there are student representatives in these committees who participate in various administrative activities. There is representation of the students council members in a number of committees as below.

1. Students Development Committee

2. Sports committee
3. NSS Advisory Committee
4. Women's Cell
5. Anti-Raging Committee

Students' representatives advocate their views in the meetings organised by various committee of the college. They are involved in facilitating students to get scholarships, earn and learn schemes, financial assistance to the economically weaker sections etc. and in administrative work in the college.

Co-curricular activities:

Students Development Committee, Women's Cell, Sports committee, NSS Advisory Committee meet at regular intervals and strive to provide helping hand in college activities. The Students' representatives have an important role to play in the planning and implementation of educational study tours, rural camps and National Service Scheme camp. They are actively involved in increasing the attendance of students in the classes.

Students' representatives along with the help of other active student volunteers help the college administration to organize various seminars, workshops, conferences. Such comprehensive participation and delegation have helped in fostering leadership qualities among our students.

Extra-curricular activities:

The College provides a platform to students for extra-curricular activities. The active involvement of the class representatives motivates the students to participate in the programmes undertaken by college and it ensures maximum participation of students.

The role of the students' representative is important in the cultural competitions, sports competitions and other events or programmes. They are involved in encouraging other college students to participate in cultural and sports competitions in the college as well as outside of the college campus. They also play a vital role in planning and implementing of cultural and sports competitions and events in the colleges.

They encourage other students to participate in the Inter-College Youth Festival and provide encouragement to every student during the cultural competitions and sports competitions. They also play an important role in planting trees in the college campus.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution

participated during last five years (organised by the institution/other institutions)**Response:** 8**5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
08	14	08	03	07

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement**5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services****Response:**

Several batches of students have graduated from the College in the last 25 years. We have a very long and strong association with our Alumni and they have been playing an active role in the development of the College. They are working in different fields and have been contributing in various capacities such as syllabus restructuring, resource mobilization. The Alumni Association was formally registered on 03rd March 2020. The process of registration and registration there has helped in streamlining process, and meetings have been more regular and consistent. The Alumni association is active in the college. Meetings of alumni are held in the college. Discussions on various concerns are held. Many alumni are employed as faculty and support staff in the college. They attend various important college events such as Annual prize distribution day, Annual Gathering etc.

Alumni Association Office Bearers:

Sr.No.	Name	Designation
1	Mr. Naval Motiram Patil	President
2	Mr. Rahul Damodar Shirsath	Vice President
3	Mr. Budha Yuvraj Birhade	Secretary
4	Dr. Rajendra Devidas Baisane	Member
5	Mr. Pawaba Kannor	Member

6	Mrs. Sunita Vivek Deshmukh	Member
7	Mrs. Aamrapali Ishwar Surywanshi	Member
8	Mrs. Manisha Prakash Bedse	Member
9	Mrs. Rohini Minakshi Jagdeo	Member

The college has constituted various committees and Alumni association plays a vital role to carry out various academic activities. There is representation of the alumni in a number of committees as below.

- 1.College Development Committee
2. IQAC
3. Students Development Committee

Some of the activities and contributions of the alumni association are as follows:

1. It organizes events such as alumni meet every academic year.
2. The Alumni contribute through guest lectures, resource person, member of interview panel during students' admissions etc.
3. They participate in seminars/conferences/symposiums organized by the college.
4. The alumni have regular interaction with the Principal, and staff members and they provide constructive feedback regarding the overall development of the students.
5. Alumni feedback is taken to enrich the course curriculum as per the changing social scenario and emerging challenges. Their valuable suggestions helps the College to develop innovative syllabus and course curriculum of the Career Oriented courses.
6. The alumni cell had organized a State Level Seminar for interactions of alumni and teachers on the theme of "My Ideal College" on January 20, 2019. The alumni shared their experiences of work on this occasion and provided valuable feedback.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The core goal of the institution is to provide educational services to the poor and needy. The leadership of the institute plays a vital role in achieving this. Governance of the institution is aptly reflective of and in proper tune with the vision and mission of the institution. Vision and mission plays an important role in shaping the institution, deciding the programs of the institution and the future thrust of the institution.

Samata Shikshan Sanstha believes that education is an important instrument for social change. Dr. Babasaheb Ambedkar College of Social Work was started with the following vision and mission.

Mission: “To impart quality social work education and training to the students in order to equip them with required skills and abilities so that they could accept the social challenges and professional social work tasks in the society. “

College follows the ideology of Dr. Babasaheb Ambedkar, who believed in the upliftment of the marginalized groups of the society. Though the people belonging to marginalized groups are in a majority, they have been kept away from the mainstream of development and they lack literacy and adequate resources.

Faculty is encouraged to participate in the meetings and proceeding and their suggestions are discussed and valued. The Principal ensures a healthy working environment wherein teaching staff and non- teaching staff feel free to express their ideas. Regular weekly staff meetings provide opportunities to the staff to express their views and suggestions. Decisions are taken jointly and programmes and activities are planned in these meetings. Implementation is carried out by concerned committees and in case of common programmes, sub – committees are constituted and responsibilities are shared by all.

Governing body periodically meets with the staff. Progressive and innovative ideas are always appreciated and motivated. In this way the teachers too participate in realizing the vision and mission to reach the ultimate goal.

One of the initiatives taken by the institute is the establishment of ‘Ramai Poli Bhaji Centre’. It was observed that some students could not afford food. Not having lunch was also affecting their academic performance adversely. Considering the poor financial condition and need of the students the institute and College started this Centre, which provides meal at a nominal cost of Rs. 5/-. Initiating, running and maintaining the Centre, both administration and resource mobilization is jointly managed by teaching and non teaching staff on a voluntary basis.

Academic progress of students is of foremost importance to the institute. It aims at providing education to as many students as possible and also reaches out to students who due to financial constraints cannot attend regular college. With this view, to bring the underprivileged students in mainstream of

education – Study Centers of IGNOU and YCMOU have been set up in the premises where programmes are offered in distance mode.

Apart from these activities, the institution has also inspired College to establish ‘A Research and Training Center’ that inculcates research culture among faculty and students. It facilitates various research studies on issues related to marginalized.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The College strongly believes in decentralization and participative way of management. All the stakeholders are closely associated with the growth and development process of the college and each stakeholder plays its respective role in achieving it. Each stakeholder contributes through the various roles and responsibilities taken up by them.

For effective management of College work, various committees are constituted under the chairmanship of the principal. Each committee performs its duties and reports to the principal and IQAC. Through regular meetings and follow ups, coordination between various committees, the faculty involvement is promoted. This leads to effective decentralized functioning.

The Management Committee of Samata Shikshan Sanstha always supports and encourages everyone to take up various social and ethical issues. It believes in contributing through direct actions and initiatives. It follows progressive ideology and interest of society and students is always given priority by the Management Committee and ultimately by the college.

One of the best examples of this is the idea of “Ramai Poli Bhaji Kendra”! Prof. Vilas Wagh, the Secretary of the institute, noticed the problem regarding the lunch of the students. Due to financial incapability many students could not afford lunch and remained hungry during college time. Prof Wagh noticed this and also realized that it was hampering the academic performance of the students.

Prof. Vilas Wagh came up with the idea of providing meals to the students at the lowest possible price of Rs.5 This idea was then put forth in the College Development Committee meeting. As expected it was welcomed by the committee members. The various issues and concerns regarding the establishment and functioning of the center were discussed in detail.

The IQAC with the consultation of Principal made an outline of the program. All the faculty members actively participated in this process and gave their suggestions for successful implementation. Regular meetings were conducted to overcome all the barriers. All the staff members together prepared a detailed

plan for starting this center and the responsibilities were also shared amongst them.

A separate committee for this initiative was constituted under the chairmanship of the principal and faculty of the college was appointed as its coordinator. This committee meets from time to time and tries to run the Poli Bhaji Centre smoothly. The participation of all the members and the decentralized decision making led to successful opening and functioning of the Centre.

At the beginning of every academic year in the CDC meeting, the management representative suggests various activities and programmes. After discussion on it along with the experts and the Principal, annual plan is chalked out.

The Principal along with the faculty members plans for achieving the goals effectively and efficiently. In this way, the institution practices decentralized and participative management.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college has yearly plans for college development which are implemented through various academic, extra - curricular and administrative committees. All the major decisions are taken with the consultation of all the concerned parties. It was felt that it was important to organize an international conference to provide the faculty and students with a macro perspective and to discuss the issues of the marginalized at a global level and hence it was included in the yearly plan of the college for 2016 – 2017.

Regular faculty and committee meetings are organized for discussing and planning of all the programmes of the College and monitoring the teaching – learning process. The conference was then a part of the agenda of one of the faculty meetings. One of the faculty members suggested ‘Women in Difficult Circumstances’ as the topic for the international conference. Since this was in line with the vision and mission of the college, there was a mutual consensus among the faculty members. The theme of the conference was appreciated and approved by the principal and then other related matters like the sub themes, budgetary provisions and dates of the conference were discussed and decided.

All the work in the college is always done with effective planning. The responsibilities and tasks were delegated to the teaching and non- teaching staff members so that no one is burdened with the responsibilities. Various committees like Coordination committee, Accommodation committee, Program planning committee, Registration committee, Food Committee Report committee, Publicity committee etc. were formed for effective implementation. With such delegation the work was divided amongst everyone and it also led to better coordination.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The College is affiliated to the Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. The College is established by Samata Shikshan Sanstha Pune, which is registered under Society Act, 1860. The Management / governing body of Samata Shikshan Sanstha is at the top of the organizational structure. The overall supervision of the College comes under their purview. It follows the service rules, recruitment and promotional policies of the University Grants Commission, Maharashtra Universities Act, 2016 and Department of Social Justice and Special Assistance, Maharashtra.

This is followed by the College Development Committee (CDC), which has representatives from Management, teaching staff, non – teaching staff and outside experts. The Principal is the Secretary of the CDC. CDC takes decisions pertaining to academic and other matters related to the College after duly discussing all the stakeholders. IQAC (Internal Quality Assurance Cell) also plays an important role in the decision-making process.

It takes strategic decisions regarding effective functioning and the development of the college. Along with the other members of the committee the Principal plans for the overall development of the college. The IQAC also works in coordination with the CDC.

The CDC proposes various promotional policies and requirements, in accordance with the Government rules and regulations. The plans are executed under his leadership of the Principal. The college has constituted various committees for the smooth and systematic planning and implementation of various activities planned. Meetings are conducted regularly for effective planning and follow up. The minutes of the various committees are recorded and submitted to the Principal.

File Description	Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support

4. Examination

Response: D. 1 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The college is located in an area which was rural until 2018, and though in 2018 it was declared as a suburb of Dhule city, it still has all the rural characters. The faculty is the core being of the institute and therefore, the institute always helps and provides various welfare measures for the benefit of the teaching and non-teaching staff.

As per the Government rules various welfare measures and schemes like, PF, CPF, DCPS etc. are provided to the staff. Apart from this certain other welfare measure are also implemented by the college. A summary of such schemes and measures is presented below:

- **Duty leave-** Faculty members are always encouraged to participate in various workshops and conferences to enable them to develop their knowledge and skills for professional as well as personal growth and development. The provision of Duty Leaves is made for this purpose. Duty leaves are granted by the college for attending and participating in seminar/conference/workshop/refresher, orientation short term course/training programmes etc.
- **Canteen facility** –As the college is located in a rural area hotels and eateries are not available in the college surrounding. But the college has its own canteen which provides lunch at subsidized rates and the staff members utilize the canteen facility according to their needs.
- **Computer facility**–Adequate number of computers are available in the college and the staff members utilize them as and when required.
- **Internet facility**-The internet facility is also provided to the staff through the Wi-Fi.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description

Document

Details of teachers provided with financial support to attend conference, workshops etc during the last five years

[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 5.8

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
8	6	8	3	4

File Description

Document

Upload any additional information

[View Document](#)

Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff

[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 23.96

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
9	5	3	1	0

File Description	Document
Upload any additional information	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The institution is one of the best and well-recognized institutions in the field of social work education and the reason behind this is the planning and self-evolution. We have a team of well qualified and experienced faculty. In order to increase the quality of work of the teachers, it is mandatory for the faculty members to submit a six monthly appraisal report at the end of each semester to the Principal.

The six monthly appraisal reports are kept confidential. Based on these, the Principal assesses the performance of the faculty. Feedback is provided to each faculty where positive contribution is appreciated and acknowledged and constructive feedback is provided in areas which need improvement.

The Principal prepares Confidential Report of each faculty member and submits it to the Management.

The performance related issues and feedback results are discussed by the Principal with the respective faculty member. The Principal takes correctives actions mostly in form of counselling and discussions. Quality work, high performance and improvements are always appreciated. Positive performance reviews, appreciations and counselling always motivates the faculty members for further development.

The College strongly believes that the growth of each staff is the ultimately the growth of the college. The appraisal is one of the fine methods of weighing their growth. This also helps the staff to assess their own progress at the end of each semester.

Apart from this the college collects feedback from students, parents and alumni which also helps in assessing the performance of the teaching staff.

Similarly, the non – teaching staff also submits six monthly self appraisal reports to the Principal which are assessed and feedback is provided. The Principal prepares a confidential report and submits it to the Management.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College has a system of conducting both internal and external financial audits.

Internal financial audit :

The Principal supervises and guides the financial affairs of the college, and tries to monitor the finances as per the planned budget. A purchase Committee has been set up under his chairmanship. The Principal of the college looks after day-to-day financial affairs.

Samata Shikshan Sanstha has set up its own mechanism for regular internal audit of the college. The management has given special powers to Professor Usha Wagh, as the representative of the institute to inspect the financial affairs of the college. The records are inspected and corrected if any error is found..

Representatives of the management visit the college from time to time. They assist in the accounts of the college. In case of any doubts, the concerned person clarifies these and if needed improvements are made.

External Annual Audit :

For the purpose of External annual auditing and seeking financial guidance, the college has appointed M. K. Chhajed and Company, Dhule as the auditor. He verifies the day-to-day financial affairs and financial transactions of the College according to the financial management plan of the College. The auditor advises the college in matters concerning income tax. He also guides the teaching and non-teaching staff of the college regarding income tax. He also verifies the College expenditure bills. The audit is carried out to ascertain the overall financial transactions of the college. After the audit, it is certified along with the signature seal.

File Description	Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0.39

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.09	0.09	0.19	0.02	00

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

To mobilize funds from various sources is the biggest challenge before the College. The College is situated in a semi – urban area. The community around the college is mostly below the poverty line. Further, more than 90 percent of the students of the college belong to SC, ST, OBC, and VJNT category and they are admitted on nominal concessional fee.

The College constantly encourages its faculty members to apply for research grants offered by various funding agencies. The IQAC encourages and guides and organizes proposal writing workshops for the faculty to apply for research projects. All the faculty members put honest efforts for raising funds for conducting research on various social issues, they write and submit research proposals to funding agencies.

The College has been a beneficiary of grants provided by ICSSR and Maharashtra State Womens' Commission and other government bodies for research projects. Quality research work is done by optimally utilizing funds assigned by the agencies.

The College also applies to various organizations like Kaviyatri Bahinabai Chaudhari North Maharashtra University, Maharashtra State Womens' Commission, UGC for acquiring funds for conducting seminars and conferences and has been supported by them.

Besides Government agencies, the College also approaches Members of Legislative Council (MLCs) for funding. A toilet block worth Rs.4,64,000 was sponsored by Shri Husain Dalwai and one high configuration desktop computer was donated by Sudhir Tambe.

Philanthropists and individual donors are also approached for resource mobilization. Several books in the library have been received as donations. A cricket kit for the college students' team was sponsored by Mr. Vijay Sathe. Alumini of College of Social Work, Mumbai sponsored the education of four needy girl

students.

Faculty members voluntarily donate funds to reward students who have achieved success in various competitions. Faculty members motivate their relatives and neighbors to offer donations for various activities in the college. Under the Ramai poli bhaji Kendra initiative meal is provided to poor and needy students at Rs. 5/- but due to very poor financial conditions some students cannot even afford to pay Rs.5. Faculty members raise funds for supporting this initiative as well so that all the needy students can take the benefit of this initiative. For the students who cannot afford the travelling expenses for field work, the teachers try to mobilize funds for them as well. Sports kits are donated to the students participating in various sports.

To summarize, College not only strives to generate funds from diverse sources, but also makes every effort to make optimal utilization of the funds mobilized.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Practice 1-

Field Action Project:

‘Dr. Babasaheb Ambedkar Rural Development Project’ was initiated by IQAC in 2016. The project aims at firstly to help the marginalized to empower the marginalized groups to deal with their problems and secondly to provide practical experience to our students.

The Project has adopted three villages having a large percentage of tribal population. They lack basic amenities and livelihood support. They mainly work as agricultural laborers with seasonal work and meager wages.

Through team of one part time staff, 20 students and volunteers, the project organizes various programs. A faculty member is Honorary Coordinator of the Project who guides the Project.

Awareness campaigns on health, education, status of women etc, training programs for youth and women and study classes for improving the educational level of the students are organized. Health camps, dental camps and eye check –up camps are organized for the communities. A cloth bank has been initiated. Guidance and information about basic documents and Government Schemes is also provided.

Besides providing an opportunity for integration of theory and practice to the students, the project has expanded and tried to respond to the emerging needs. 'Aadhar' a project to support the elderly was initiated this year. In response to the COVID 19 crisis, we are doing relief work, to reach out to and help the most deprived and under – privileged sections of the society. We have been able to build several local and national partnerships and associations. Due to our consistent and committed work, we received wide media coverage. Ours was the only organization from Dhule to be listed amongst organizations working during COVID at the national level.

The Project is an instance of how an initiative of IQAC has been sustained and continues to grow over the years.

Practice 2-

Transformation of Study Tours:

Annual study tour is a regular part of the curriculum. Earlier, college used to visit the government or non-government agencies with their prior permission. But the duration of the visit was only of few hours due to which students could not gain in-depth knowledge of functioning the the NGO. Much important information regarding strategies, interventions, administration, management, audit, expenditure, income sources, employees etc. was missed out.

This issue was discussed in the staff meeting. The IQAC suggested an effective solution to the problem. Since 2016 –2017, the college decided to change the pattern of the study tour and the duration was extended to 4 to 5 days. Instead of visiting multiple agencies in one day now the students visit one agency for 4 to 5 days and understand the agency in detail. The students are now properly introduced to the agency and learn a lot. Even many students have received job offers from the visited agencies. Students develop a kind of bond with the agencies as now they spend quality time there and they have continuous dialogue with them. It has definitively developed an insight among them. Transformation of educational tours, brought about a positive change in our students.

File Description	Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

IQAC has always focused on teaching learning and accesses and evaluates it from time to time. IQAC appreciates good teaching learning practices and also gives suggestions whenever required. Teaching learning processes are reviewed regularly in faculty meetings, suggestions are provided for gradual up-

gradation strategies.

College has identified following two examples of institutional reviews and implementations of teaching learning reforms facilitated by IQAC:

1. Enhancement in Teaching Learning Methods:

With the aim of improving the teaching learning methods, College Development Committee and Internal Quality Assurance Cell decided to change the traditional approach of teaching. It was suggested that new and enhanced teaching method should be adopted, in which participation of students was focused. Faculty is encouraged to utilize modern Information and Communication Technology (ICT) tools such as Power Point Presentations, Video Streaming, Audio components for effective classroom teaching. Engagement of students was enhanced through use methods like case studies, classroom seminars, experiential workshops, and stimulation games. In view of this, facilities were up – graded: one more LCD Projector was procured, campus was Wi-Fi enabled and a Computer Lab was initiated for students.

In order to familiarize students and enable them to use technology comfortably and effectively power point presentations were made mandatory for students while making their camp and study tour presentations

College aims to create and disseminate knowledge through ICT methods, which will empower faculty and students.

2. Outcome Oriented Teaching through Add on Courses :

The management has always been emphasizing on the placement and outcome of outgoing students of the college. Therefore, as per the discussion in governing body, CDC and IQAC meeting, it was unanimously decided to introduce various add on and job-oriented courses in support of the regular programs with a view to enhance skills and employability. In view of this, four Career oriented courses of one year duration, affiliated to Kavayitri Bahinabai Chaudhary North Maharashtra University, Jalgoan were initiated in the academic year 2015 – 2016. These courses were designed by the faculty of the College and were approved by the University. The courses were such that they supplemented the social work programs and were contextual to the needs of the region. Two certificate programs – Certificate course in Paralegal Education and Certificate course in Participatory Rural Appraisal at the undergraduate level for BSW students and two Diploma courses – Diploma in Women's Development and Diploma in Tribal Development at the postgraduate level for MSW students were introduced.

Realizing the importance of these courses, University incorporated some of these in regular curriculum of BSW and MSW programs. In view of this, in academic year 2018 – 2019, Certificate in Paralegal Education and Diploma in Women's Development were discontinued and two new courses were initiated - Certificate course in Communication and Diploma in Child Rights.

These courses are so designed as to provide the necessary information and knowledge and impart skills to equip students to work on relevant issues. They have a cutting edge over others with just graduation in social work and makes them favourably competitive in job market.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: E. None of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Samata Shikshan Sanstha is the parent institution of Dr. Babasaheb Ambedkar College of Social Work, which started with the vision of equality in the society through education. The name of the institution includes a Marathi word “*Samata*” which means Equality.

The College has been following principles of equality, liberty, and fraternity. Various facilities are provided to girl students and female faculty for the promotion of gender equity.

Gender in the Curricular

Theory:- Gender is covered in curriculum of both programs; topics include Gender equality, Women’s Rights, Dowry, Social Movements, Social Construction of Gender, Gender Discrimination, Gender & Division of work, Factors responsible for adverse sex ratio in India, Status of Indian women, Understanding Patriarchy of Gender in India etc.

The add – on course - Postgraduate Diploma in Women Development helps in creating awareness amongst the students about gender issues.

Field Work Activities: -Students conduct various activities in fieldwork which are related to Gender such as a special awareness campaign on domestic violence, dowry system, violence against women, save girl child, laws related to women, etc.

Research: College has conducted two research studies on women; one being “The study of dowry death cases and deserted women affected by domestic violence in Dhule district (Maharashtra), and the other one on “Problems faced by women in unorganized sector in Dhule city”.

1. Safety and security

- The college has a Discipline Committee for monitoring the security over the campus. Grievances and discipline related issues are reported and placed before the committee members and the Principal to resolve it
- College campus is fully covered by CCTV Cameras
- Hostel facility is available for girl students manned with round the clock security
- College has constituted a Women’s Cell. It organizes programmes on women’s empowerment such as legal provisions for women, workshops on Sexual Harassment at Workplace (Prevention, Prohibition and Redressal) Act, 2013, Gender Sensitization Workshops. The Cell provides an opportunity for girl students to discuss and resolve their problems. Both, female and male students are part of the Cell. 05 girls and 05 boys from every class are enrolled on first come first serve basis. It is the uniqueness of our college which enrolls boys in the Women's Cell. The purpose of this is to sensitize the boys about Gender Equity.

- College has a Women's Grievance Redressal Committee which addresses grievances of female staff and students.
- The Student Development Cell organizes "Yuvati Sabha" which conducts programs periodically to empower girl students.

1. Counseling

The Counseling Cell provides for counseling to the students on issues related to teaching - learning, family, health, etc. Besides, each student is assigned a faculty member who supervises the student for field work, counsels the student if needed and also mentors the student.

1. Girls Common Room

Facility of common room for the girl students is provided by the College. A Complaint Box is installed in this Room and if the girl students' have any grievances or suggestions, they can drop it into this box.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

- **Solid Waste Management:**

The College has adopted a sustainable waste management system on the college campus. It has constituted a Cleanliness Committee which plays an important role in monitoring sanitation and cleanliness in the college.

Usage of plastic bags is discouraged within the premises of the College.

All classrooms and offices are provided with dust bins for disposal of waste.

The College has a Compost Pit. Bio-degradable solid waste is put into the Compost pit for waste management. Garden waste, kitchen wastes from the college canteen, and other wet waste are collected from different areas of the campus. After composting the manure is used for plants.

One side used paper is re-used for rough work.

Dry waste such as old newspapers and stationary is sold to waste pickers for re – cycling.

- **Liquid Waste Management:**

The college takes efforts for hygiene and sanitation such as cleanliness, adequate supply of water and sanitary facilities. The drainage system is underground, which are maintained properly by the College and there is no open sewage or sewerage system in the campus.

- **E-Waste Management:**

The parts of non-working computers, monitors, printers, and batteries are re – used whenever possible. In case these become non – usable they re – cycled through scrap dealers.

File Description	Document
Any other relevant information	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: C. 2 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: D.1 of the above

File Description	Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

College organizes various programs for inculcating values of equity, tolerance, harmony towards cultural diversities for students and the communities.

On NSS Foundation Day on September 24th, 2015 program on Communal Harmony was organized for students. Jatin Desai, a journalist of international repute was main speaker, whereas Kaustubh Chaturvedi, Project Officer, Action Aid was chief guest. Desai said that communal harmony is intensely needed in society for betterment of human beings. Social riots are harmful for all and it adversely affects women, poor workers.

On 19th January 2018, programme on 'Disaster and Inclusive Vulnerability Mapping and Monitoring of Post Disaster Response' was organized for students. Rajendra Jadhav (Research and Advocacy Associate, NDW-NCDHR, New Delhi) explained that in all post disaster rehabilitation initiatives in the country, minorities have been neglected and ignored. 73 students participated in the workshop.

Tribal students face problems related language, communication and cultural diversity. With a view to address these issues, to impart life skills and help develop confidence, the College organized a Five Days University level Workshop on Life Skills Education for 40 Scheduled Tribes students from different colleges from 20th – 25th February, 2017 in collaboration with Rajiv Gandhi National Institute for youth

Development, Shri Perambudur , Tamilnadu.

An awareness workshop on Farmers Suicide was held in collaboration with Youth For Swaraj, Mumbai on 14th December 2017 for creating awareness of this problem amongst students . Mr. Sanjeev Sane (Social Activist, Dalit Watch, Mumbai) was the speaker. He expressed that the social work students could play an important role of counseling the farmers to avoid suicidal cases around us. He said that farmers should be motivated not to sell their land at any cost, because land is very important resource for every family.

Beti Bachao- Beti Padhao Campaign was organized in view of decreasing female ratio in the country. NSS volunteers organized a signature campaign in college on 14 January 2018 . Principal Dr. J. B. Adsule addressed the students', he said that Gender Sensitization is very important and the decreasing female ratio is a matter of serious concern.

A Two days Workshop on Towards a Non Violent, Exploitation Free and Gender Just Society was organized in collaboration with Mrinal Gore Interactive Centre for Social Justice and Peace in South Asia (Mumbai) on 14th & 15th February 2018. This workshop was a part of a series of workshops covering different regions of India to explore issues of violence, patriarchy and masculinity, globalisation, and fractured modernity. 53 participants, including survivors, activists, facilitators from all over Maharashtra deliberated on the theme of this workshop.

A seminar on Caste based Census and Indian Democracy was organized on 21st April 2019. 23 participants including college faculty, Local Leaders and Social Workers were present. The speaker was Advocate Vishnu Dhoble (Senior Lawyer, High Court, Aurangabad) and it was Chaired by Hon'ble Prof. Vilas Wagh Sir (Secretary Samata Shikshan Sanstha). Objective of this seminar was to create awareness about abolition of caste based reservation system in India.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The Constitution of India is the supreme law of the country. The Preamble of the Indian Constitution has solemnly promised to all its citizens' justice - social, economic and political; liberty of thought expression, belief, faith and worship; equality of status and opportunity; and to promote among all fraternity assuring the dignity of the individual and the unity of the nation.

The college takes initiatives in organizing various events and programs for and creating awareness among students and staff about values, rights, duties, and responsibilities so that they become responsible citizens.

The Preamble of the constitution is displayed at the entrance of the college and it is clearly visible to all the

entrants. Also, the main provisions of the Indian constitution are displayed in the library corridor. It reflects the strong attachment of students, faculties, and non-teaching staff towards the values of the Indian Constitution.

Our College has conducted several programmes covering freedom of expression, fundamental Rights, Duties through which the students can get the courage to express themselves. Many of our teachers deliver lectures on constitutional obligations, national unity, and social harmony in the college, in the city, and nearby villages.

On 26th November, '**Indian Constitution Day**' is celebrated in our College every year. The objective of the program is to create awareness among the students about the values stated in the Preamble of the Indian Constitution.

Every year, 26th June, the birth anniversary of Chatrapati Shahu Maharaj is celebrated as '**Social Justice Day**'. The college in collaboration with Social Justice and Special Assistance Department, Dhule organizes massive rally throughout the town to spread the message of 'Social Equality'.

To make students aware of the laws and human rights, every year the '**International Human Rights Day**' is celebrated on the 10th December.

Programs and talks are arranged on the topics like Human Rights Protection and Prevention Act', the Importance of Human Rights, Rights of HIV Aids affected persons, etc.

The college runs Career Oriented Courses – Certificate course in Paralegal Education, Post – graduate Diploma in Child Rights, Post – graduate Diploma in Women's Development which are also help make students aware of the Rights and legislations related to child, women, and marginalized groups.

Constitution Reading Week: The College celebrates the Constitution Reading Week every year. Guest lectures and various competitions on the important components of the Indian constitution are organized. Lawyers, Professors, Social Activists, and Experts are invited to deliver talks. This activity creates awareness among social work students.

The College has initiated a "**Free Legal Aid Clinic**" in collaboration with District Legal Aid Authority Services on 22nd January 2019 for helping the disadvantaged people to solve their legal problems whenever needed. The clinic provides free legal services and legal awareness to the marginalized sections of society, the rural residents, women, children, and senior citizens.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: D. 1 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Social work education is a human profession where values, ethics are of utmost importance. The importance of National and international days is to recall the events and to imbibe moral and ethical values among the students in their professional and personal lives. Thoughts of great Indian personalities are sowed into the young minds through the programs and activities.

International Women Day- 08th March: The college organized various programmes to sensitize the students about the gender exploitation and discrimination in the society.

International Yoga Day: International Yoga day was celebrated on 21st June for College Students and Staff in order to create an awareness about the importance of Yoga for healthy and stress free life.

International Day of Non-Violence – 2nd October: Gandhiji focused on cleanliness and concept of self dependent village. Programmes included Blood Donation Camp and cleanliness campaign, and also adopted a village.

International Human Rights Day – 10th December: Talks were organized on topics like Human Rights Protection and Prevention Act', Importance of Human Rights, Rights of HIV Aids affected persons, etc.

World AIDS Day – 1st December: Lectures, competition and rally in collaboration with Maharashtra State Aids Control Organization were organized to make students aware and sensitize them about the problem.

Some innovative programs:

125th Birth Anniversary of Dr. Babasaheb Ambedkar: Various activities like Pradnya Shodh (Talent

search), Eighteen Hour Reading Competition and Granth Dindi (Book Rally) were organized. Through this programme, college aimed to create awareness about thoughts and books of the great leader and importance of reading among the students and the community..

Social Justice Day: On the birth anniversary of social reformer, Chatrapati Shahu Maharaj, Social Justice Day was Celebrated on 26 June . On this occasion ‘SAMATA RALLY’ was organized in Dhule city where Asst. Commissioner, Social Welfare Department was present. Students, Teaching and Non teaching staff of College were present.

Library Day: Was organized on **Dr. S.R. Ranganathan’s birth anniversary** – 12th August 2017. Chief guest of this programme was Prof. Yogesh Patil,(VWS College Dhule). The main objective was to inculcate the habit of reading among the students

Reading Motivation Day: ‘Vachan Prerna Din’ was organized on the birth anniversary of **Dr. A.P.J Abdul Kalam’s** on 15th October to motivate and inspire students for reading and also to make them aware about the life and principles of Dr. Kalam.

National Youth Day: Was organized on Swami Vivekanand’s birth anniversary on 12 January . Guest speakers were invited to speak on the ideals and values propagated by Vivekananda and their relevance for the youth today.

Birth anniversary of Savitribai Phule: A ‘Mahila Melava’ was organized on 25 January 2018. 30 women working in unorganized sector were felicitated. The resource persons were Namitai Ghuge (PSI) Dhule, Prof. Shobha Shinde, Sanjeevani Sisodiya, Justice Jahir Sheikh, Anil Kute (LWO). Ad. Sarangitai Gujrati etc. The objective of this programme was to empower women about their rights, legal provisions and relevant government schemes.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best practice-01

1) Title of the Practice: Ramai Poli Bhaji Centre

2) Objectives of the practice:

- To provide proper and supplementary food for poor and needy students.

- To encourage students' participation and involvement in academic and co-curricular activities.
- To enhance student's health.

3) The Context:

Majority of the students in the college come from rural areas belonging to socially and economically marginalized sections. Some of the students travel an average distance of around 80 kilometers from interior villages to reach the college. They spend two hours traveling one side. Among the various economic hardships faced by these students, the major problem faced by them is the lack of proper and adequate food.

The College timing is from 9.00a.m to 3:00p.m. Many of them have to go without an afternoon meal as they cannot afford to buy lunch. Due to poor nutrition, these students suffer from poor health. The intake of food is vital for proper performance. Chronic hunger prevents students from making the most of formal education, no matter how hard they try to ignore its effects. The sad truth is that hunger can have physical and psychological effects on young people that makes learning substantially difficult.

Food is the fuel necessary to get through a normal day. Calories in food provide energy to carry out regular day-to-day activities. Without an adequate amount of this energy, students may lack the energy to pay attention to an entire day of classes. Students experiencing hunger are more likely to have problems with memory and concentration because they do not have the energy to carry out these functions.

4)The Practice:

On 2nd July 2017, The College had initiated a "Ramai Poli Bhaji Centre". Three chapattis and Bhaji are provided to 60 needy students at a nominal cost of five rupees. Improved nutrition has the potential to positively influence students' academic performance and behavior.

A Core Committee has been constituted to supervise and co-ordinate this center. The Principal is the Chairperson and there are 04 faculty members in the committee.

At the beginning of the Academic session the coordinator calls for applications from the students and then based on the assessment carried out by the faculty members, including home – visits, the beneficiaries are selected.

Every month one faculty and one non-teaching staff take on the responsibility of day – to day running of the Centre.

The committee in consultation with the students prepares a structured menu, keeping in mind the nutritional values as well as the seasonality of the vegetables, which is provided to the Cook.

5) Evidence of Success:

1. The College has been able to successfully run this activity for two years
2. We have generated Rs.14,22,000/- from donors to sustain this Centre.
3. This effort of the College has received appreciation and wide media coverage.

4. The students' participation and involvement in academic and co-curricular activities has increased
5. The success of our center is reflected by the fact that our model has been implemented by the Aurangabad High Court where some lawyers have started a similar center for needy and poor people.
6. Deshbandu & Manju Gupta Foundation is a famous NGO working all over India - it has published an article on Ramai Poli Bhaji Centre in its annual magazine.
7. Now Ramai Poli Bhaji Centre is an independent and sustainable activity of our college.

6) Problems encountered and resources required:

1. When we decided to start Ramai Poli Bhaji Centre we had no funds available in the college.
2. Therefore the major challenge was fund raising, this activity is purely based on donations.
3. Further, another challenge is to ensure proper Cook for preparing healthy food at reasonable rates.

Best Practice: 2

Human Library:

1. Title of the Practice: "Human Library"

2. Objectives of the Practice

- To help build understanding diversity by providing a Framework for live conversations.
- To help the participants to learn from past experiences of "Humans" through their sharing experiences and conversations.
- Under the Human Library, every eminent person is a "living book" that engages visitors with stories and conversations.

3. The Context: The Human Library is a novel concept, it is a library of people, and it replaces books with human beings. The Human Library is a place where real people are on loan to readers. It aims to challenge stereotypes and prejudices through dialogue. A place where difficult questions are expected appreciated and answered. A Human library concept is of a library that lends people rather than books.

The basic concept of the human library is to share the real experiences of eminent personalities. We read the books in the library but in the human library, we learn from the experiences of the people. It provides an opportunity and platform to our students learn from live experiences.

The purpose of the human library is to share the experiences of the persons under the human library every person is a living book.

4. The Practice: "Human Library" is organized on last day of every month. Every month a person is invited and interviewed by one of the staff members of the College.

Initially in 2017-18 this activity, was organized for only the teaching and non-teaching staff. One staff

member was interviewed in a friendly environment, by another staff member. The interview covered a wide range of questions right from childhood experiences to professional life, problems faced, and social concerns.

Human Library not only provided knowledge but also a platform for staff to express themselves, their concerns, and their opinions. This helped to develop a better understanding amongst them and appreciating other's life experiences.

From the academic year 2018-19, we also involved students in this activity and people from outside, eminent personalities, activists and academicians were invited and interviewed to gain from their knowledge and experiences.

Interviews are taken by the staff or students in the presence of the faculty, non-teaching staff, and students. Human Library is a programme to create communication and understanding between societies.

The problems of crime, violence, and harassment are increasing in society. We also interview these victims and try to figure out how to deal with this situation. The human library is the platform to understand these types of problems. For example, we interviewed a person who is working with HIV AIDs affected people. Through this interview, we tried to understand problems of AIDs affected persons, difficulties and discrimination faced by them. At the same time it helped understand strategies of working with them. These interviews provide insights on how to work with the different problems in society.

5) Evidence of Success:

- The Library has been receiving an overwhelming response. In oral feedback, the staff and the students have appreciated this activity.
- Till now we have interviewed 20 persons.
- The press has covered this effort of the College.
- The students enthusiastically look forward to this every month.

6) Problems encountered and resources required:

- In such activities, documentary evidence is difficult.
- Choosing the right person for an interview is difficult because everyone is not willing to share their personal and professional life with others.
- Everyone is not ready to conduct an interview every time because not everyone has interviewing skills.

File Description	Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Institutional Distinctiveness

The vision of our College is inspired by the ideology of Dr. Babasaheb Ambedkar; it believes that the youth belonging to the marginalized groups of the society can only be empowered and developed through education. With this vision, the Samata Shikshan Sanstha started the College to educate the Scheduled Caste, Scheduled Tribe youth from the rural areas for social change.

Our distinctive area is our focus on the marginalized group in every area of work. The college imparts training in social work. The social work training also emphasizes on the exposure of students to the field realities and socio-economic conditions of the marginalized people living in rural, tribal, and urban areas. All the aspects of the curriculum including the research projects, fieldwork placements, seminars, workshops focus on the marginalized communities.

The college has initiated Career Oriented Courses such as a Certificate course in Participatory Rural Appraisal, Certificate Course in Communication; Postgraduate Diploma in Tribal Development and Postgraduate Diploma in Child Rights to equip students to work with the deprived sections of the society.

The faculty of the College undertakes various research projects in collaboration with government and non-government agencies which focus on issues of the deprived such as the unorganized sector, women, tribal communities, etc.

Every year college conducts seminars and workshops of international, national, state, or university level, the theme of these are designed/chosen keeping in mind the vision our college such as Inclusive Development and Marginalized groups, Women in Difficult Circumstances, Social Work Education: Issues, Challenges, and Response, Socio-economic and Cultural Variations amongst Tribals in Khandesh, etc.

The College initiated a field action project – “Dr. Babasaheb Ambedkar Rural Development Project” in 2016. Currently, the project is focusing on three villages’ viz. Kundane, Morane, and Udane. Here we are working with the tribal and Dalit population, who lives in extreme poverty. They lack basic amenities like water, toilets, drainage, electricity, and health facilities. They mainly work as agricultural laborers with seasonal work and meager wages. They live below the subsistence level and getting two square meals a day is a challenge for these families. They are victims of several superstitions and social customs. They have been completely isolated from the mainstream of development and life for them is a daily struggle for survival. Very few government schemes have been implemented in these villages.

Students are placed for field work and the project is instrumental in helping the students understand the ground realities and problems of the people and the various issues affecting them as well as working on the issues impacting them.

The majority of the students in the college come from rural areas belonging to socially and economically marginalized sections. Some of the students travel an average distance of around 80 kilometers from

interior villages to get to the college. Among the various economic hardships faced by these students, the major problem faced by them is the lack of proper and adequate food. Ramai Poli Bhaji Centre is also an attempt in this direction, to help the poor and deprived sections remain in the mainstream of education.

File Description	Document
Link for appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

The College receives grant – in –aid for salaries of the Staff from the Department of Social Justice and Special Assistance, Maharashtra. However other than this, the College does not receive any grants. Therefore it is very challenging to upgrade the infrastructure and initiative innovative projects.

Though now Morane where the College is located has been included in the Dhule Municipal boundaries in 2018, the location still has all the characteristics of a rural area. It is not well connected and means of transport for the students are limited. However, the College is unable to provide transport facilities due to constraints of resources.

Concluding Remarks :

The College is located in Dhule District which is one of the most under –developed districts of Maharashtra. The college is aware of the issues, challenges and socio – economic problems faced by the communities, specially the marginalized communities and at all times the College tries to respond to these. The students are placed for field work with tribal and Dalit communities, schools run by the Zilla Parishad and Municipal Corporation, NGOs, old age home, children’s and women’s institutions. The faculty members also contribute by conducting research on issues of the marginalized and are also part of various committees set up by the government agencies.

The College makes efforts to impart the necessary knowledge, skills and attitudes to its students. It is a constant endeavor to provide maximum opportunities and prepare the students for professional social work. The College focuses on the all – round development and grooming of the students. We try to inculcate basic human values so that our students are responsible citizens of the country. We have been making efforts for increasing the employability of our students.

The thrust of the College is to reach out to the most deprived and marginalized sections of society and in keeping with this, we put in special efforts to educate the Scheduled caste and Scheduled Tribe youth and equip them with the requisite knowledge and skills to accept professional social work challenges in society.

All this is possible by contribution and joint efforts of all the stakeholders – Management, Staff the College, Students, Alumni, Field Work Agencies, and Parents.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>04</td> <td>04</td> <td>04</td> <td>04</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	5	4	4	4	4	2019-20	2018-19	2017-18	2016-17	2015-16	05	04	04	04	04
2019-20	2018-19	2017-18	2016-17	2015-16																	
5	4	4	4	4																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
05	04	04	04	04																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>199</td> <td>193</td> <td>206</td> <td>220</td> <td>189</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>199</td> <td>193</td> <td>206</td> <td>220</td> <td>189</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	199	193	206	220	189	2019-20	2018-19	2017-18	2016-17	2015-16	199	193	206	220	189
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2019-20	2018-19	2017-18	2016-17	2015-16																	
199	193	206	220	189																	
1.4.2	<p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: C. Feedback collected and analysed</p>																				
2.1.1	Average Enrolment percentage (Average of last five years)																				

2.1.1.1. Number of students admitted year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
239	251	246	278	266

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
96	114	104	114	114

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
240	251	246	278	266

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
100	114	114	114	114

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
228	236	232	264	252

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
50	57	51	57	57

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)2.4.2.1. Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
02	01	00	00	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	08	07	05	05

2.4.3 **Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 182

Answer after DVV Verification: 191

3.1.1 **Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)**

3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	1.70	2.015	1.32	11

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	00	1.23	00	00

Remark : As per the data attache with the Metric in response.

3.1.2 **Percentage of teachers recognized as research guides (latest completed academic year)**

3.1.2.1. **Number of teachers recognized as research guides**

Answer before DVV Verification : 05

Answer after DVV Verification: 05

Remark : As per the HEI data attached with the Metric in response. The HEI did not provide the requested documents in respect of Dr SS Barde from the affiliating university but from Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon. However

3.2.2 **Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years**

3.2.2.1. **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

02	02	01	20	20
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
01	03	01	02	02

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years

Answer before DVV Verification : 11

Answer after DVV Verification: 11

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 04

Answer after DVV Verification: 05

Remark : As per the HEI data in 3.1.2 there are 05 teachers recognized as guides during the last five years.

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
00	11	11	00	01

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	05	0	00	0

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

3.3.3.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
26	38	18	19	20

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
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25	34	22	18	19
----	----	----	----	----

3.4.2 **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
02	09	07	01	03

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	02	00	00	00

3.4.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

3.4.3.1. Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
06	05	08	03	04

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
02	01	05	02	04

3.4.4 **Average percentage of students participating in extension activities at 3.4.3. above during last five years**

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

150	192	246	112	138
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
40	50	73	100	50

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
01	01	02	02	05

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	01

Remark : As per the HEI data attached with the Metric in response.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 06

Answer after DVV Verification: 02

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2.39	1.99	1.54	1.48	2.23

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.28	0.4	0.26	0.18	0.87

Remark : As per the HEI data attached with the Metric in response. The certificate was required to be duly certified by the CA and counter signed by the principal. As per the data in the attached file.

4.2.2 **The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : C. 10 MBPS – 30 MBPS

Answer After DVV Verification: D. 05 MBPS – 10 MBPS

4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2.49	4.95	3.32	4.27	5.89

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

Remark : The HEI was advised to reconcile and Provide a consolidated audited income/ expenditure highlighting specific expenditure on maintenance of physical facilities and academic support facilities, excluding salary component. The HEI was requested that the certificate must be duly certified by the CA and counter signed by the principal. The HEI was advised that in the absence of year wise highlighted Audited income/expenditure signed by the CA and the principal value 00 shall be assumed. The HEI has attached balance sheets of 2005-06 which are not clearly readable. No useful interpretation of the expenditures on maintenance of physical facilities and academic support facilities, excluding salary can be arrived at.

5.1.2 **Average percentage of students benefitted by scholarships, freships etc. provided by the institution / non- government agencies during the last five years**

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
22	22	20	11	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
17	18	16	07	8

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Language & communication skills and Soft skills considered. Yoga for a day is not considered as as capacity building and skills enhancement initiatives taken by the institution

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
151	112	43	31	23

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
69	60	43	31	23

5.2.1 Average percentage of placement of outgoing students during the last five years**5.2.1.1. Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	13	21	10	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
06	32	11	08	03

5.3.1 **Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	0	0	0

5.3.3 **Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
43	30	37	18	21

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
08	14	08	03	07

6.4.2 **Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**

6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

0.7242	0.49	5.13	0.22	00
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.09	0.09	0.19	0.02	00

6.5.3	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: E. None of the above Remark : The HEI has interpreted the feed back as the feedback on curriculum. The feedback referred here is on action taken for Quality Improvement.</p>
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways

4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification.

7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification.</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above Remark : As per the attached documents the HEI has a code of Conduct document. The second link provided in response does not work.</p>

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1872 986 1984"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2019-20	2018-19	2017-18	2016-17	2015-16	70	70	70	70	70
2019-20	2018-19	2017-18	2016-17	2015-16							
70	70	70	70	70							

2019-20	2018-19	2017-18	2016-17	2015-16
54	54	54	54	54

1.2 **Number of programs offered year-wise for last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
02	02	02	02	02

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
05	04	04	04	04

2.2 **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
228	236	232	264	252

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
50	57	52	57	57

2.3 **Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
103	95	100	117	97

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
103	95	101	122	98