



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ATHAWALE COLLEGE OF SOCIAL WORK

ATHAWALE COLLEGE OF SOCIAL WORK, STATION ROAD,
BHANDARA-441904 MAHARASHTRA

441904

www.acswbhandara.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Athawale College of Social Work, Bhandara, since its inception in 1992 has been persistently making efforts to keep pace with ever-changing scenarios in professional social work education. The College has a rich legacy of social service for social development in rural, urban and tribal communities for 30 years, through innovative teaching methods, the exercise of conducting programs on current social issues, and contribution to sustainable social development through its extension and outreach programmes can be pointed out as some of the features of the college.

The institution takes seriously the student's evaluation, and feedback and takes action as per the suggestions of the students and alumni.

The institution has fully qualified faculty as per UGC rules and regulations. There are 08 Associate faculty members with Ph D /NET/SET, and 08 Assistant faculty members with Ph D /NET/SET. Besides this, in non-teaching, most of the staff acquired a PG degree and one of them had been awarded Ph D.

The institute has signed many MoUs with the different GOs and NGOs for the holistic development of the students through field exposure.

The institution has its Incubation Centre to provide different Skill Development Programs which is helpful to enhance the skills for professional development and fill the gap in curriculum among the youth from the open community. The NSS unit institution provides experiences in the field through seven-day NSS village camps and different social awareness programs, through field visits, and study tours students get knowledge and experience in rural, urban and tribal social life and professional social work intervention.

The institute is having its Place for Higher Learning -Research Centre which actively inculcates the scientific research approach and knowledge among the students. Besides, the institute is running different certificate courses which makes the students academically enhance as these courses add value to their professional degree which will be effective in the job opportunity professionally.

The institute provides ample infrastructure like digital classrooms, a resourceful library, a computer lab with a Wi-Fi facility, an individual/common counselling room, a seminar hall, a boy's hostel, a cafeteria, a girl's common room with needful facilities, and parking.

Vision

The institution has the following vision as per which it takes academic and administrative efforts to fulfil the Vision.

To define the future through qualitative, enriching and affordable education.

Qualitative: The institution believes in qualitative education rather than quantitative for this all faculty members use advanced pedagogy as per available ICT and study resources. To maintain the quality of education institution has time to time organises seminar, conference, a workshop for students for updating their current knowledge on different themes, for faculty institute organizes a faculty development program and permit them to attend subject-wise orientation, refresher courses, short-term courses organised by UGC and university.

Enriching: The institution consciously implements extension and outreach activities for the students and the teachers for enriching their professional attitude and approach.

Affordable Education: The institution provides professional social work education considering students' special-economical ground in minimum payable fees, and make available all types of concessions and scholarship. The institution makes available a hostel for 20 boys with all amenities for only 200/- rupees fees per month. The institution has cafeterias and charges the prices of available edible and educational material with no profit no loss scheme.

The institution provides Professional Social Work Education to create the next generation, of citizens of character, strength & confidence through focused teaching, fieldwork training, all-round grooming, individual attention and personality enhancement to produce a cadre of professional social workers with value-based social work education to promote competent human functioning. The ultimate goal of professional social work education is awakening the life of weaker sections and marginalized people.

The education should tune up the student's minds for originality and creativity. The education should be properly trained and encouraged to face the problems. The important objective of education is to develop the complete personality of the students. Students should be encouraged to participate in extracurricular activities namely NSS, dance, drama, debate, Street plays, indoor and outdoor games etc. So that this experience makes them stand in good stead for taking the challenge of life.

Mission

The institution has the following mission as per which it takes academic and administrative efforts to fulfil the Vision.

To create the next generation, of citizens of character, strength & confidence through focused teaching, fieldwork training, all-around grooming, individual attention and personality enhancement to produce a cadre of professional social workers with value-based social work education to promote competent human functioning.

For 30 years institution is very particular to follow its mission as defined to produce professional social work students with character, strength, and confidence through the focus on teaching, fieldwork training, all-round grooming, individual attention and personality enhancement through different activities which fulfil the aims and objectives of the institution's mission.

The principal Mission and objective of the Institution and social work program are to prepare students to promote social justice by contributing to the advancement of knowledge and practice in the field of social

welfare and the profession of social work. Our graduates have assumed leadership positions in such areas as teaching, research, administration, and community development with policy analysis. In these various capacities, they use their scholarly abilities to improve the quality of policies, programs, and services in the field. More specifically, the objectives of the program are for students to acquire:

- a broad understanding of the major policy and practice trends and issues in the field of social welfare and the profession of social work;
- the substantive knowledge of some field of social welfare with particular emphasis on issues and questions within the field that requires scholarly attention;
- the competence to conduct empirical research that informs and advances policy and/or practice in some area of social welfare;
- a balanced preparation for the professorate, including teaching, scholarship, and related faculty roles.

Now that we have more clarity on your purpose, the next step is to revisit the purpose of social work. Although you would have come across this during modern studies, with the help of advanced pedagogy reflecting on it.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Affiliation to R. T. M. Nagpur University, accredited with a B grade by NAAC in Third Cycle. Inclusive approach in admission, fair and transparent admission policy with minimum fees and scholarship facility.
2. Faculty involved in curriculum formation as members of the Board of Studies. Special Task Committee which undertakes up-dating / redesigning of the curriculum according to NEP.
3. The institute has a Place for Higher Learning-Research Centre and Incubation Centre for skill development programs like Domestic Data Operator, Bed Side Assistance and Domestic Electrician. The institution set up the **Wellness Centre** in the government district hospital and it has been adopted one village "Gunthara" for the last two years.
4. Faculty are encouraged to participate in seminars and workshops regarding syllabus for quality enhancement. Regular feedback from all the stakeholders to enrich the curriculum is sought. External field experts are invited for enriching the teaching inputs. Besides, there are certificate courses run by the institute.
5. Teaching programmes/curricula are channelled through proper planning of academic activities like classroom theory teaching and concurrent practice learning for which the institute collaborated with more than 40 local GOs and NGOs.
6. Institution has an effective mechanism for internal examination, evaluation, and feedback.
7. Orientation and classroom seminars well in advance for first-year students through the academic calendar, which is available on the website.
8. Use of student-centric methods using ICT tools, group discussion, and peer teaching in a free and open classroom environment.

9. College provides facilities for sports and cultural activities through NSS can help them to participate in various events and provide exposure to Student participation in co-curricular and extracurricular activities. Besides students get experienced through the different extension and outreach activities.

10. Success rate of students is excellent, in fact, better than the University's results.

11. Active functioning of the Alumni and Placement cell offers many opportunities for employment and career guidance. The result of this placement ratio is good.

12. IQAC take the initiative for the overall development of the institution by organising, suggesting and guiding quality education and activity.

13. Regular monthly CDC meetings ready availability and accessibility of management, involvement of management in the college activities. The institution has a Grievance Redressal Cell, the overall management is smooth and has zero grievances among staff and students.

Institutional Weakness

1. Non-flexibility in curriculum design by the university, non-availability of sufficient space to start new programmes. Flexibility and freedom in curriculum design are very much restricted.

2. Limited course options at UG and PG levels.

3. There is no such collaboration with an international organization.

4. Limited time to complete the syllabus.

5. Less time is available for research students hence needs to be completed hurriedly due to the semester.

6. There are limits to source funding from GOs due to financial constraint institution does not able to provide economical support and ample educational tools to the students.

7. Due to a lack of permanent affiliation institutions lose the grants from the UGC.

8. Library is yet to get fully digitalized.

9. There is no admission for the International student.

10. Some students lack communication skills in English.

Institutional Opportunity

1. The institute can run more skill-based curricular programs, and short-term courses (certificate and diploma) can be introduced.

2. More practice-based teaching can be developed; teacher-student joint projects can be taken up.

3. More use of AV material is possible as the course content focuses on socially relevant issues.
4. Issue-based research leads policy intervention, faculties' involvement in consultancy with NGOs and their participation in Government organizations as civil society representatives provide first-hand experience to the students.
5. The institution is ready to be opportunized with the NEP system and its academic expectations.
6. The institute has the potential to collaborate international NGOs and organisations to work with hand to hand.
7. The institution takes the opportunity the national, and international organizations ready to collaborate and provide the fund to work on any social issues and projects.

Institutional Challenge

1. Due to time constraints it is difficult to deliver an effective curriculum mainly with Concurrent Practice Learning and Research work.
2. Semester pattern resulted in an unfocused curriculum due to time constraints, students used to be busy with exams only.
4. There is a lack of International NGOs for social work exposure.
5. 95 per cent of students belonged to regional language due to which mode of teaching affected and students lack communication skills in English due to which nationally and internationally they do not get much exposure and placement.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution take efforts to ensure **delivery of the curriculum** through various academic activities; theory classes, tutorials and the fieldwork practicum seminar, workshops, orientation programs, observation visits, skill labs, and individual and group conferences are taking place at the beginning of the semester. Syllabus BSW /MSW final years students prepare the research dissertation which is mostly based on current social issues like domestic violence, gender inequality, and the impact of the environment. Besides, the institution runs a certificate course on Human Rights.

For this institution to prepare the academic calendar, faculty members prepare the teaching plan as well as an academic calendar for CIE. The academic calendar is prepared with planning, which is made helpful to execute various activities like a teaching-learning process, and regular academic exercises which fulfil the needs of the overall objectives of the curriculum, and the vision and mission of the institution.

Continuous Internal Evaluation through the class test, subject assignments, presentation, group discussion, and internal assessment through viva-voce. Based on these evaluations the institution caters to the need of slow and advanced learners through extra inputs in remedial classes to track their progress.

Some subjects or topics which are included in the syllabus such as in the BSW program students deal with professional social work ethics and values, in MSW II year Women's situation in India, gender issues, disaster management and issues with the environment and throughout the syllabus. Besides this, as a part of the syllabus BSW /MSW final years, students prepare the research dissertation which is mostly based on current social issues like domestic violence, gender inequality, and the impact of the environment. Besides, the institution runs a certificate course on Human Rights.

The N.S.S. unit of our college has been very proactive in conducting different extension activities. Every year, the N.S.S. unit undertakes a host of activities in the nearby villages during the camps and organizes various environmental related organized to create awareness about nature, biodiversity, the environment and sustainability. Different activities have been initiated by the college to save the environment such as Cleanliness Campaigns.

Teaching-learning and Evaluation

The college puts a lot of emphasis on active and interactive learning. Teaching-learning is made student-centric by giving our students every opportunity for independent as well as collaborative learning. College teachers follow methodologies such as discussions, debates, laboratory experiments, learning mini-projects and case studies.

The institution has always focused on a student-centric method along with the traditional method and somehow flexibility took place according to students' educational background, grasping ability and their need and present knowledge, so students' active participation enriches in various academic and co-curricular activities within the classroom as well as fieldwork practicum. **Experiential learning:** The observation visits and field work practicum as per the syllabus, provides students with practical knowledge of the various social aspects existing in society. In the experimental learning study tours, village camps, and block placement are included. **Participative learning:** Various programs like workshops, seminars, Group Research dissertations, skill laboratories, peer teaching, and exchange of the student with other institutions group discussions are organized for the students to facilitate participative learning. **Problem-solving methodologies** students are given regularly class tests; assignments, internal examinations, projects/dissertations as well as fieldwork based on these faculty members taking individual and group counselling sessions, and tutorial sessions conducted to solve their doubts and problems. **Enhancing learning experiences using ICT tools:** extensively used LED Screen in classroom processes. Every faculty as per the given situation adopts traditional and some innovative methods for teaching which help the students to understand the subject thoroughly. **Institution-level assessment-** The institution has an Assessment committee held by senior faculty members, at the beginning of the semester faculty members inform the students about various components of the assessment process during the semester. **Grievances related to internal assessment** are resolved by Examination Grievance Committee within the timeframe and opportunities are given to the students who failed to attend the examination. **University-level assessment-** The institution executes all the assessments and examinations as per the norms and schedule of the university. All norms and schedules of theory and practical examination are being communicated to the students well in advance.

Research, Innovations and Extension

The institute has created an ecosystem for Research and Innovation by recruiting & developing desirable human resource, taking initiative for creation & dissemination of knowledge and establishing state-of-the-art infrastructure. 1. Incubation centre for innovations 2. Center for transfer of knowledge 3. Research Centre: The College has a Research Centre for social work to motivate the faculty members and students to write research projects and submit them to various supporting agencies. Research Centre also helps to create a research culture among faculty members and students. 4. Collaborations: The College has collaborated with some GOs and NGOs for a social cause. The centre has been imparting training and guidance to the students for the last two years in the collaboration with Maharashtra Skill Development Program, Ecstasy, Tumsar, Bhandara (Nodal Agency and Tribal Department, Govt. of India. VOC Skills, Delhi to make them self-employed.

The institution takes the effort to create the ecosystem in the college premises as follows; **Rain Water Harvesting, Compost Khat:**

The institution always encourages the faculty members to transfer their knowledge through their different publications in national and international journals and the form of books publication. For transfer of first-hand practical knowledge institution **Adopted Village (Gunthara):** The initiative has been fruitful in solving various problems, the villagers had been facing. The student gets an opportunity to get first-hand experience with the practical work. Extension activities have made a notable impact on sensitizing students towards issues like gender disparity, Environment conservation, social harmony, dowry, superstition eradication, female foeticide, equality, cleanliness, hygiene, women empowerment etc. An institution always promotes students to participate in social movements and activities like Swachh Bharat Mission, Pulse Polio, Beti Bachao Andolan, Women Empowerment, organization of Blood donation camps, health check-ups, awareness and first-hand help during the COVID-19 pandemic. Exposure to extension and outreach activities sensitizes the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, female child, victims of violence, old and infirm, and displaced persons etc. The activities conducted lead to imbibing the values of social responsibility.

Infrastructure and Learning Resources

The college has augmented its infrastructure systematically and continuously over the years. The college has infrastructural facilities adequate according to the intake capacity well-built and duly facilitated classrooms, a skilled laboratory, computing equipment, a staff common room, a Conference Hall, a Smart Class with LED in 5 classrooms, reading rooms, ramps, and a rest room with attached washroom for the girl students and the physically challenged students (Divyang) and parking shed.

Instant accessibility to knowledge is provided through Wi-Fi and LAN. The college has the Maintenance Committee under the College Development Committee (CDC) that oversees the maintenance of buildings, classrooms and laboratories such as the computer labs and skill lab. Adequate in-house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus to provide a congenial learning environment. PhD students have facilities to carry out their PhD work on pre-planned timings through the Place for Higher Learning and Research/Ph.D. Cell.

The college campus is built with the perception of a green and eco-friendly ambience for the student. Besides this, several other facilities such as an auditorium, library, Incubation centre, and cafeteria. The library repository opens up avenues of resources for the students which include the freely available resource material

for the students, the syllabus of the various subjects, the e-journals on different subjects, the e-books on different themes and various other forms of e-material suggested. The students are oriented about the e-pathshala for the up gradation regarding the research and dissertation.

The library has been systematically computerized in Function using LIBMAN. Master Software.

The college has used different social media software like WhatsApp groups for different purposes which keeps them aware and updated regarding different activities of different wings of the institution. Besides, a WhatsApp group for the teachers and alumni of the institution is created where the advertisements & the information regarding placement opportunity is regularly updated, to create awareness regarding the same among the students.

Student Support and Progression

The Institute continuously facilitates excellent mechanism for the support & Progression of Students. The students are benefitted from scholarships and free-ship schemes provided by Government. The institute provides capability enhancement and development programs such as guidance for competitive examination, soft skill development, personal counselling, yoga/meditation and remedial coaching for students. Student grievances are addressed through committees such as Grievance Redressal, Anti-Ragging& Women Internal complaint or Anti-sexual harassment. Institute arranges various training programs and block placement drives on-campus as well as off-campus to provide placement opportunities for final-year students. The student council is formed every year as per directives from affiliating universities. The student actively participates in sports/cultural activities organized at inter-college and intra-college competitions. The institute maintains strong and healthy interactions with alumni through alumni meets organized every year. Supervise and coordinate the extra-curricular activities of the students. Submit an annual report on the activities conducted during the academic year

Career Guidance and Placement Cell also conducts programmes which enable students to appear for competitive examinations. Training is given in the form of practice for group discussions, interview techniques and personal grooming. This training is supplemented by inputs from teaching faculty. The College library provides books to prepare for these exams.

Students are encouraged to participate in intercollegiate competitions, workshops and training programmes organized by the college as well as other colleges. This provides a platform for interacting with students from other institutions

The **Alumni** provide forms and channels of communication to meet regularly and organize 'Alumni meetings, get-to-gather, socio-cultural activities etc. It establishes and maintains a continuous close association among the alumni and a linkage between alumni and college, management, teachers and the present students. They share the views and news of the profession, professionals, current trends, challenges, and issues of global concern in the context of professional social work to the current through peer teaching. They provide support to the college and establish a support system in the area of college development, improving the quality standards, teaching-learning process, curriculum, field-work, block-placement, camp, study tour, infrastructure development, employment formation of NGO's self-employment etc.

Governance, Leadership and Management

The institution believes in democratic decentralized and participative governance. The Leadership of Management, CDC, Principal, IQAC, alumni, students, and the faculty play a vital role in the designing and implementation of its quality and policies in teaching, learning, research and extension activities through collaboration and participative governance. Faculty members and students have proper representation on various bodies and committees of the institution. **C.D.C:** College Development Committee consists of a democratic representative of management, teaching, non-teaching, students and stakeholders who monitor the overall development of the college

Strategic Level: The principal, academics and staff members are involved in defining the policies/ procedures, framing guidelines and rules/regulations about admission, placement, discipline, grievances, counselling, training development, and library services, etc. and effectively implementing the same to ensure smooth and systematic functioning of the institute. For the various programs to be conducted staff members have meetings, and discussions, share their opinion and plan for the event and form various committees involving students.

Role of Management: The management support and encourages the principal and the faculty in all the activities designed by the college. The members of management, as a representative in the IQAC which is a planning, implementing and monitoring body, help in planning and making a decision on behalf of the management. The principal, the executive head of the Institution, executes the orders, circulars and notices received from UGC, State Government and affiliating Universities.

The **IQAC** plays a vital role in the execution and implementation of the necessary direction to the relevant committees from time to time & providing academic guidance for bringing in the successful outcome of the various enterprises that the institution undertakes. The IQAC reviews the feedback so collected from different stakeholders. During the process of receiving the feedback, various vital components are taken into consideration that is relevant to the stakeholder from whom the feedback is collected. After receiving the feedback, the same is analyzed and necessary action is taken for analyzing and solving the problem. After the necessary action is taken, the same is documented.

Institutional Values and Best Practices

To Create the Intellectual awakening in the field of social work education and its transformation in social, educational, economical and cultural sectors of Indian society to mitigate the problems of Individual, Group and Community

1 **The main objective of the Self-Employment Training and Guidance** Center is to promote, manage and support start-ups based on professional skills and technology. So that the centre provides participation in job creation, creation of financial opportunities, meeting the needs of society and various organizations, etc. Similarly, the main objective of the centre is to provide training to the students through research/reflection on the topic of self-employment at different levels and to guide the students accordingly. To train in this connection, various self-employment training classes will be conducted in the college and future more students will be motivated to self-employment along with traditional education.

2 Wellness Centre outreach activity avail counselling and guidance for medical services to the needy ones in the community. The primary mission of the social work profession is to enhance human well-being and help meet the basic and complex needs of all people keeping this mission in mind Athawale College of Social Work has opened a Wellness centre in the district general hospital Bhandara as a field action programme. The Health and Wellness Center is committed to delivering the highest quality of health services which include prevention, promotion, and medical care for people. The confidentiality of patient health is of utmost importance in achieving a level of trust and satisfaction. Incorporated into the philosophy of the Health and Wellness Center is the integration of treating the whole person -mind, body, and spirit.

3) To provide education to the Scheduled tribes and weaker sections for their upliftment of social, Educational Economical and cultural development.

4) To provide quality education to the social work trainees.

5) To train them professionally to solve the problems for individuals, groups and communities.

6) To provide counselling and Guidance to the students for solving their problems to take the challenges of life.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ATHAWALE COLLEGE OF SOCIAL WORK
Address	Athawale College of Social Work, Station Road, Bhandara-441904 Maharashtra
City	BHANDARA
State	Maharashtra
Pin	441904
Website	www.acswbhandara.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Naresh S. Kolte	07184-254511	7972148006	07184-254511	athawalecollegebhandara@gmail.com
IQAC / CIQA coordinator	Aarti S. Pawar	-	9372472809	-	aartibhavika09@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	31-07-1996	View Document
12B of UGC		

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				

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	Athawale College of Social Work, Station Road, Bhandara-441904 Maharashtra	Semi-urban	975.11	933.5

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,Hindi,Marathi	180	162
PG	MSW,Social Work	24	Any Graduate	English,Hindi,Marathi	133	133
Doctoral (Ph.D)	PhD or DPhil,Social Work	60	PET	English,Hindi,Marathi	20	13

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	0				8				13			
Recruited	0	0	0	0	6	2	0	8	6	2	0	8
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				21
Recruited	14	2	0	16
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/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	6	2	0	3	2	0	13
M.Phil.	0	0	0	5	2	0	6	2	0	15
PG	0	0	0	6	2	0	6	2	0	16
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	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
	0	0	0	0	0

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
UG	Male	48	0	0	0	48
	Female	114	0	0	0	114
	Others	0	0	0	0	0
PG	Male	30	0	0	0	30
	Female	103	0	0	0	103
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	14	0	0	0	14
	Female	46	0	0	0	46
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	11	15	19	19
	Female	33	33	34	39
	Others	0	0	0	0
ST	Male	19	20	12	9
	Female	38	38	36	36
	Others	0	0	0	0
OBC	Male	53	44	49	43
	Female	125	118	122	111
	Others	0	0	0	0
General	Male	1	2	2	3
	Female	3	5	3	3
	Others	0	0	0	0
Others	Male	6	6	6	15
	Female	19	20	26	30
	Others	0	0	0	0
Total		308	301	309	308

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The choice-based credit system in higher education is founded on the fundamental idea that students have a choice and freedom. Students can choose from a variety of subjects at colleges. Students can select subjects based on their interests and the number of credits required for that semester. They will then take theory and practical classes to earn credits. They pass the semester once they earn the required credits. The grading method is thought to be superior to the traditional marks system, and as a result, it is used by the best universities in India and Internationally. As a result, a uniform grading system is desirable and will be produced skilled and professional competency among the learners in every field.</p>
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2. Academic bank of credits (ABC):	Academic bank of credits (ABC): The institution taking initiative to register and make students aware of its importance, aims and objectives according to the Academic bank of credits (ABC) under the university, the institute will also offer an online repository for all academic awards under the Digital India Program. Our university is working towards the nad.digitallocker.gov.in platform into which the National Academic Bank of Credits (ABC) portal will be integrated. The institute is already following a choice-based credit system for all of its programs and will follow the process related to the ABC as directed by the Academic Council of RTMNU. The institute will formally register in the ABC portal as soon as the resolution is approved by the higher academic bodies.
3. Skill development:	Skill development: National Education Policy 2020 focuses on technical and soft skill development of undergraduate and post graduate students to increase the employability of students. This will help to enhance the employability of our graduates as per the industry's current human resources requirements. Value Added Programs are introduced by the college to march towards the implementation of NEP in the real sense. Our institution has already run the skill development training program under Incubation Centre and four Value-added programs and through this institution fill the gap and make students professionally skilled.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Appropriate integration of the Indian Knowledge system (teaching in Indian Language, and culture, using online courses): According to NEP Policy, art and culture are important and linked to heritage languages. Distinct languages have different ways of 'seeing' the world, and a language's structure influences how a native speaker perceives their environment. We strive to bind our culture and multi-linguistic dialogue in our everyday learning for the holistic development of students. The institution takes care of appropriate integration of the Indian knowledge system of professional social work and through its Indian tradition and culture is cultivated among the students.
5. Focus on Outcome based education (OBE):	Focus on Outcome-based education (OBE): The college has taken gradual steps to acquaint our teaching staff as well as students regarding important

	terminology like program objectives, program-specific objectives, course objectives and learning objectives. The college has the policy to train all the faculties towards understanding, applying, analyzing, evaluating and being creative as well. Apart from these, faculties focus on imbibing social and entrepreneurial skills in the students thus making him/her active participant towards nation-building. The institution can focus on the outcome of the program and curriculum to produce efficient professional social workers.
6. Distance education/online education:	Distance education/online education: Our institution already runs B.A., B. Com. M.A (English), M. Com since 2009 distance education courses of Yashwantrao Chavhan Maharashtra Open University, Nashik. Since March 2020, when the country was put on lockdown due to the outbreak of coronavirus, online classes have become very common and have taken centre stage in students' lives. Due to Covid -19 pandemic, educational institutions in the country have increasingly evolved in using digital platforms for engaging classes and conducting conferences and meetings. Institute has successfully imparted all its course content delivery in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully. Online Education is a new way of thinking about education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institution will form in the coming time as this ELC is also important as other initiatives which have been taken by the educational institution for communal harmony and social integration for the national interest.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Though the institution does not has the ELC, still, some of the faculty members and group of students has been coordinating the proper information about the electoral process and the Right to vote among the community people during their fieldwork practicum and extension activity. Besides, the department of Family and Child Studies and women cell and NSS had organized an awareness program for rural women on the "Right to Vote" under the guidance of the

	Social Welfare Department, Bhandara.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	As a social work institution always take the initiative and voluntarily contributions to create awareness about the voters' role and responsibilities as wise citizens. whenever the district election administration conducts the poll they asked the faculty and students for its awareness campaign and promotion of ethical voting in society.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institution always motivates the students about the election and its content and for its implementation, we provide the dais of the social platform by having a street play, drama, and skits to the aware target group.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	All the classes in charge take the orientation in which they asked and marked those who enrol as a voter and students those who found not yet registered, guiding them and aware them of the registration process the electoral register office, how to fill out the form etc.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
308	309	301	308	307

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 16

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	17	15	15

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
15.69	9.14	11.85	11.11	6.68

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The institution takes efforts to ensure **delivery of the curriculum** through various academic activities; theory classes, tutorials and the fieldwork practicum seminar, workshop, orientation program, observation visits, skill lab, and individual and group conferences are taking place at the beginning of the semester. For this institution to prepare the academic calendar, faculty members prepare the teaching plan as well as an academic calendar for CIE. The academic calendar is prepared with planning, which is made helpful to execute various activities like a teaching-learning process, and regular academic exercises which fulfil the needs of the overall objectives of the curriculum, and the vision and mission of the institution.

For the curriculum delivery, the teaching plans include and focus on COs & POs, content and topics. A different teaching method, tools and advanced pedagogy is adopted for the achieving objectives of maximizing student-centric learning for professional social work practice. Institution permits faculty members to attend seminar and conferences related to their subject, which makes them aware of new trends and current scenario in professional social work education. As well as institution organizes seminars and conferences for the benefit of the faculty. Besides, the institution made available all the study materials like a textbook, reference books, and national and international journals as well as study material made available to the students through WhatsApp class wise groups and faculty as per the need of curriculum requirements. In addition to this, the institution organizes different extension activities based on the curriculum. Students who find the syllabus challenging are given special attention to ensure that they are abreast of the class. The institution organizes sessions of peer teaching, guest lectures and sharing first-hand experiences about the curriculum through experiences of our Alumni and concurrent fieldwork practicum, and educational visits.

Continuous Internal Evaluation (CIE), through the class test, subject assignments, presentation, group discussion, and internal assessment through viva-voce. Based on these evaluations the institution caters to the need of slow and advanced learners through extra inputs through the remedial classes and individual counselling to track their progress.

To ensure the academic activities regarding the curriculum and program, institutions conduct feedback on the teaching-learning process and take appropriate and corrective measures to the students as well as teachers for modifying their teaching-learning strategies according to the student's ability and their grasping power.

All these institutions maintain the documentation in the hard copy, syllabus, teaching plan, academic calendar, results in POs & COs through the feedback and reporting on different activities related to curriculum and uploaded on the college website.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years	
Response: 04	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years				
Response: 13.7				
1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
00	00	210	00	00
File Description	Document			
Upload supporting document	View Document			
Institutional data in the prescribed format	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:
As a professional social work institution deals with society and its cross-cutting issues which is in the syllabus and curriculum. Institute focused and integrates issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum. The institute runs certificate courses in

Human Values and their Laws.

Environment and Sustainability To create awareness about environmental challenges amongst students and impart fundamental knowledge about the environment, the subject 'Environmental Studies' is introduced in the curriculum for B.S.W. Second Year i.e. third and fourth semester of the B.S.W program by the university and the subject 'Disaster Management' is introduced in curriculum in the fourth semester of M.S.W program by the university.

Some subjects or topics which are included in the syllabus such as in the BSW program students deal with professional social work ethics and values, in MSW II year Women's situation in India, gender issues, disaster management and issues with the environment and throughout the syllabus. Besides this, as a part of the syllabus, BSW /MSW final years students prepare the research dissertation which is mostly based on current social issues like domestic violence, gender inequality, and the impact of the environment. Besides, the institution runs a certificate course on Human Rights.

Gender

Several programs are conducted for women and girls students such as the organization of folk dance, and competitions at the college's Annual day function. The "SAKHA" Woman Cell and Internal Complaint Committee organize programs on Woman Empowerment, Laws for Women, and Women's Day. The N.S.S. unit of our college has been very proactive in conducting different extension activities.

Environment and Sustainability

N.S.S. promotes environmental protection through tree plantation and other sustainable development programs. Every year, the N.S.S. unit undertakes a host of activities in the nearby villages during the camps organizes various environment-related programs including tree plantation, village cleanliness, cleaning of gutters, plastic-free drive, various activities like quiz and poster competitions, invited talks organized to create awareness about nature, biodiversity, environment and sustainability. To create awareness about environmental challenges amongst students and impart fundamental knowledge about the environment, the subject 'Environmental Studies' is introduced in the curriculum for B.S.W. Second Year i.e. third and fourth semester of B.S.W program by the university and the subject 'Disaster Management' is introduced in curriculum in the fourth semester of M.S.W program by the university.

Human Values and Professional Ethics

To create a scientific approach and social awareness among the students, lecturers and quizzes, essays, etc. are by NSS and other NGOs or, govt. bodies. The college takes efforts to integrate ethical and human values through extra-curricular activities also. Guest lectures on value education have been organized for students.

For effective development of Human Values and Professional Ethics, the subject 'Corporate Social Responsibility', 'Professional Development for Social Work', 'Human Resource Management', 'Human Resource Development', and 'Applications of Social Work Skills' are introduced in the M.S.W course curriculum and the subject 'Psychology for Professional Growth' is introduced in the fourth semester of B.S.W. course curriculum.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)	
Response: 99.68	
1.3.2.1 Number of students undertaking project work/field work / internships	
Response: 307	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)	
Response: Yes	
File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 98.79

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
126	132	131	132	131

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
132	132	132	132	132

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 90.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
59	63	61	62	54

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

2021-22	2020-21	2019-20	2018-19	2017-18
66	66	66	66	66

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio (Data for the latest completed academic year)

Response: 19.25

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 using ICT tools

Response:

The institution has always focused on the student-centric method along with the traditional method and somehow flexibility took place according to students' educational background, grasping ability and needs and present knowledge. Therefore students' active participation enriches various academic and co-curricular activities within the classroom as well as fieldwork practicum.

Experiential learning: The observation visits and field work practicum per the syllabus provide students with practical knowledge of the various social aspects of society. These exercises help the students to learn the process of implementation of the theoretical knowledge that the students gain within the four walls of the classroom. Moreover, the fieldwork provides a platform to gain practical knowledge on the regular basis. In this regard, the institution collaborates with 28 organizations for BSW and 21 for MSW concurrent fieldwork programs; such as schools, NGOs, Govt. Hospital, De-addiction centres, Primary Health Centre, Family counselling centre, Grampanchayat, Nehru Yuva Kendra, Women & Child Dept. Tribal Dept. Industries; Sunflag Steel, Ashok Leyland, Vishakha Industry. Besides this under the experimental learning study tour, village camp, and block placement are included.

Participative learning: Various programs like workshops, seminars, group research dissertations, skill laboratories, peer teaching, and exchange of the student with other institutions. Group discussions are organized for the students where they get an opportunity to get knowledge directly from the guest resource person in the respective fields. Classroom seminars, debates, presentations by students, brainstorming activities, creating mind maps, and role play, facilitate participative learning. As a part of the regular teaching-learning process. The departments organize workshops and training programs for students by inviting subject experts, practitioners, and activists from different organizations.

Problem-solving methodologies: Students are given regularly class tests; assignments, internal examinations, projects/dissertations as well as fieldwork based on these faculty members took individual and group counselling sessions, and tutorial sessions conducted to solve their doubts and problems. Assignments are designed to promote a holistic understanding of concepts taught in theory along with their practical applications. During the fieldwork practicum, the fieldwork supervisor supervises the students in conducting the fieldwork as per the theory and its implementation in the field.

Enhancing learning experiences using ICT tools: Tools used in classroom teaching-learning processes. Independent learning among the students through participatory and student-centric teaching-learning practices through the online/offline mode. AV (Audio-Visual) materials like e-resources and videos are used through a digital platform. Learning receives an impetus by using ICT, library resources, and LED Screen classrooms. Every faculty as per the given situation adopts traditional and some innovative methods for teaching, which help the students to understand the subject thoroughly.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 92.94

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	17	17

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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: 78.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	13	12	11

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The institute has devised an efficient mechanism to deal with examination-related issues which are transparent in the pattern and conduction of CIE and rectification of grievances is within time bound. The college follows strictly the guidelines and rules issued by the affiliating university while conducting internals and semester-end examinations. The institution has a well-settled mechanism to deal with the internal and external assessment for theory and concurrent fieldwork practicum.

Institution-level assessment- Institution has an Assessment committee held by senior faculty members, at the beginning of the semester faculty members inform the students about various components of the assessment process during the semester that are class tests, assignment writing, viva-voce for each subject on offline mode but according to the situation, as during COVID-19 pandemic all types of assessment done through the online mode using the different digital platform. The examination committee shares the timetable through the class wise, WhatsApp group and students' email, besides the question paper (MCQs) shares a Google Form with the students on their email.

The schedule and the details for the examination are displayed and conveyed to the students well in advance by the Continuous Internal Evaluation (CIE) committee. After the evaluation assignments, copies share with the students and results are displayed on a notice board. For internal viva-voce, the panel of internal examiners including the class In -charge, fieldwork supervisor and the subject faculty are appointed. All these assessments are done within the time frame according to the academic calendar.

Besides this student's, overall evaluation through extra curriculum and extension activities done by NSS and Deptt. of Continuous Learning and based on that students can get credit marks which are displayed in their results.

After the assessment feedback is taken and guided as per the need of the students for their better understanding and progress.

Grievances related to internal assessment are resolved by Examination Grievance Committee within the timeframe and opportunities are given to the students who failed to attend the examination.

University-level assessment- The institution executes all the assessments and examinations as per the norms and schedule of the university. All norms and schedules of theory and practical examination are being communicated to the students well in advance. If the university appointed the institute as an examination centre institution appointed a senior faculty member as a COE, who takes all the responsibilities to conduct the examinations according to the university norms and other faculty members cooperate for the smooth functioning of the examination. As the results declared the window for application to get a photocopy of the answer sheet, for this administration of the institution guide the students, along with this examination grievance related issues also tackled and forwarded to the University for Further Required Actions. Issues such as question papers like out-of-syllabus, repeated questions, the improper split of marks, marks missed, and wrong question numbers during semester exams are addressed to the Principal in turn he/she proceeds the same to the university immediately.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Response:

Yes, the institution shared and displayed Pos & Cos through the college website on the following link <https://acswbhandara.co.in/wp-content/uploads/2022/05/POs-COs.pdf>

Notice board is discussed with students at the beginning of the sessions and each faculty member introduced their subject-wise outcomes also.

Program Outcomes (POs): These represent the social work knowledge, skills and professional attitudes the students should have at the end of the course completion of the professional social work program.

Programme Outcomes (PO) were formulated reflecting the Vision, Mission and Strategies of the College and the University guideline. While formulating POs, the College considered academic excellence, research potency, the scope of extension activities, human values, livelihood generation, and recent trends in the National and International professional social work fields. The suggestions of the subject experts, alumni and other stakeholders were also taken into account. The entire curriculum was structured and the assessment pattern was modified in consultation with experts and faculty's previous experiences.

Course Outcomes (COs): These give the resultant knowledge and skills the student acquires at the end of each course, like English, Marathi, Sociology, Psychology and social work, casework, Group work, elective domain, core domain subjects related to social work besides this, report writing, preparation of the research dissertations It defines the cognitive processes a course provides. Such outcomes of a program make students realize the fact that the knowledge and techniques learnt in this course has a direct

implication for the betterment of his /her overall personality, society and sustainability.

The process of understanding and sharing all these outcomes appropriately takes place and enhances the quality of teaching learning fieldwork practicum and extension activities. In addition, the college IQAC supports various departments to host syllabus revision sessions at the college level and attend the syllabus revision workshops proposed by the university. Syllabus Revision is accomplished based on feedback from stakeholders (subject experts, alumnae, industry and parents). The institution provides insights and proper perspective to the teachers about the scope of all the courses and their outcomes.

The college evaluates through the student-teacher feedback for the attainment of program outcomes and course outcomes by structured as well as innovative, additional, student-centred methods. Under the structured system, syllabi are taught and evaluations at various levels are conducted and evaluations are made based on POs and COs. Furthermore, the participation of students in various extension, outreach activities, workshops, competitions, conferences and research presentations within and outside the college is appreciated and acknowledged. The students also benefit largely from the various GOs & NGOs, Industrial visits, Internships and extension programs planned, organized and coordinated by both the college as well as University. The extension programmes are conducted in various settings like urban, semi-urban, rural and tribal through the presence of NSS as well as other departments. Participation in social programs such as different camps, street play, rallies, campaigns and workshops involving the general public, the students are observed and checked for their sensitivity and social awareness.

File Description	Document
Provide Link for Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 94.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
129	109	111	104	96

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

2021-22	2020-21	2019-20	2018-19	2017-18
131	115	112	112	110

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.06	
File Description	Document
Upload database of all students on roll	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 in the institution during the last five years (INR in Lakhs)

Response: 0

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)

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description

Document

Institutional data in the prescribed format

[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 institute has created an ecosystem for Research and Innovation by developing desirable human resources, taking initiative for the creation & dissemination of knowledge and establishing infrastructure for the same.

The details are as under:

1. Incubation centre for innovations.
2. The institution is a Center for the transfer of knowledge through different academic activities.
3. Research Centre: The College has a Research Centre for social work to motivate the faculty members and students to write research projects and submit them to various supporting agencies. Research Centre also helps to create a research culture among faculty members and students.
4. Collaborations: The College has collaborated with some GOs and NGOs for social causes.

The institution takes an effort to create the ecosystem in the college premises as follows;

Rain Water Harvesting - There has been an acute problem of water scarcity in the area where the

institution is situated. Keeping this in mind and with the end of the providing a breakthrough for the same. The institution channelizes the rainwater and utilizes the same in keeping the college campus green.

Ban on the use of plastic

Waste management practice

The institution always encourages the faculty members to transfer their knowledge through their different publications in national and international journals and the form of books publication. Many of the faculty members had published books related to their subject which fulfil the curriculum requirement which is the best instrument to transfer the knowledge of faculty to the students and readers.

For transfer of first-hand practical knowledge institution **Adopted Village (Gunthara)**: The initiative has been fruitful in solving various problems, the villagers had been facing. The student gets an opportunity to get first-hand experience of the practical work which proves to be one of the best practices of the students and at the same time there is the comprehensive development of the community as well.

Incubation Centre/ Skill Development Training Centre

The institute has been imparting professional social work training for the last 30 years. Along with Social Work Education, the Skill Development Training Centre was started in 2019, with the prime objective to provide in-house students and open community students to train them for self-employment.

The incubation Centre is working for

1. Domestic Electrician
2. Basic Computer Course
3. Computer Data Entry Course
4. Bedside Assistance

The centre has been imparting training and guidance to the students for the last two years in the collaboration with Maharashtra Skill Development Program, Ecstasy, Tumsar, Bhandara (Nodal Agency and Tribal Department, Govt. of India. VOC Skills, Delhi to make them self-employed.

Human Resource Development; this institution creates the annual performance appraisal system that encourages faculty to enhance their teaching, research and administrative skills, as well as social services to the desired level of promotion. Faculty members are encouraged to undergo professional development programmes and organize and participate in Conferences, Seminars and Workshops.

File Description	Document
Provide Link for Additional information	View Document

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

Response: 10

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	02	03	02	00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 1.81

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	6	7	5	1

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3.2 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: 1.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	13	00	00	03

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 conducts several extension activities through various campaigns under the guidance of faculty members. Departments like NSS, SAKHA cell, Health Awareness Department, Adopted village, Alumni Association, and Equal Opportunity cell have carried out various activities for the empowerment and benefit of the neighbourhood communities that have benefitted the community and the students as well.

All these extension activities have made a notable impact on sensitizing students towards issues like gender disparity, environment conservation, social harmony, dowry, superstition eradication, female foeticide, equality, cleanliness, hygiene, and women empowerment. The institution promotes neighbourhood networks namely village camps, study tours, agency visits, placement and field work to acquire the services and training for contributing the community development through different programs under the extension activities. Collaboration activities have been coordinated with Sarpanch, Panchayat Committee, teachers, and schools, Anganwadis for planning education, health and sanitation interventions.

Besides, an institution always promotes students to participate in social movements and activities like Swachh Bharat Mission, Pulse Polio, Beti Bachao Andolan, Women Empowerment, organization of Blood donation camps, health check-ups, awareness and first-hand help during the COVID-19 pandemic. Students have been organizing various social issues-based programmes such as street play, drama and so on in the community so that community people get sensitized as well as students about their problems and take participation to study them. Such activity makes helps to develop the overall personality of students through a series of regular activities which are undertaken both within the Campus and outside it in the form of social camps.

As the social work curriculum is closely associated with the neighbouring community and the people associated with it. Hence the institution takes pragmatic steps for sensitizing the same over various social issues through co-curricular & extracurricular activities under extension as;

1. Tree plantation program
2. Rally for Social Awareness

3. Skits on Social Problems
4. Placement in the Rural Community
5. Voting awareness

All these mentioned activities have a positive impact on the students and they developed student community relationships, leadership skills and self-confidence of students. It also helped in cultivating the hidden personality of students and creating awareness among students.

Exposure to extension and outreach activities sensitizes the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, female child, victims of violence, old and infirm, and displaced persons etc. The activities conducted lead to imbibing the values of social responsibility such as:

1. To help people in need and distress
2. To understand and share the need of underprivileged children
3. To promote cleanliness in all spans of life and common places, slum areas.
4. To acquire social values and a deep interest in environmental-related issues.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Quality management System by International Standards Certification (ISO)

Provides scope for the providing course and training for professional social work courses like BSW, MSW, PhD (RTMNU, Nagpur), B.A., B. Com, M.A.(Eng.), M. Com(YCMOU, Nashik)

Recognition Certificate -Beat COVID Campaign

As a member of the **Beat COVID Campaign** initiative of Mahatma Gandhi National Council of Rural Education, Hyderabad, Govt. of India. The institution has constituted student volunteer teams in the areas of Hospital Management, Non-Hospital Management, Support to Covid affected families, Medical Supplies, Psychosocial support to Covid patients and their family members, and rendered valuable services during the pandemic in June 2021

University-level “Best College Award”

The institute has been awarded the University level “**Best College Award**” for outstanding contribution to NSS programmes for 2020-2021.

Bharat Shiksha Puraskar

The institute contributes its best to Indian Education. As the institute always plays a vital role in professional social work education through its different academic committees.

Recognition Certificate –Initiative for Adarsh Gram Puskar

The institute had taken the initiative for receiving the **Adarsh Gram Puskar to the Gunthara Village** by organizing different programs and activities on social issues in the village.

Programs organized under extension activity --

Dengue Awareness Rally, Save Water awareness programme, Disaster Management and Fire Safety - a Demo, Tree Plantation, Awareness on Education and its importance to children, Health camp, Digital India, Anti-tobacco Rally, Guest Lectures on Personality Development, Youth and Society, Role of Youth in the current scenario, Yoga and Self Defense and motivational session on Humanity were carried out during the Special camp. Students and Staff took part in the one-day orientation programme conducted by NSS. All these activities and the involvement of Students and staff contributed towards winning the Best NSS Officer Award.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 28

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	02	07	07	08

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 07

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The college has augmented its infrastructure systematically and continuously over the years. The college has infrastructural facilities adequate according to the intake capacity well built and duly facilitated classrooms, a skilled laboratory, computing equipment, a staff common room, a Conference Hall, a Smart Class with LED in 5 classrooms, reading rooms, ramps, and a girl's common room with attached washroom for the girl students and the physically challenged students (Divyang) and parking shed. Classrooms, staffrooms, seminar halls and offices are cleaned and maintained regularly by the staff assigned as par. Washrooms and restrooms are well maintained. Dustbins are placed in each classroom. The green cover of the campus is well maintained by a full-time gardener.

The college has well **digital classrooms** to conduct regular classes. To ensure its optimal utilization, besides the classrooms are used for conducting Remedial Coaching, Certificate Courses, Annual and semester examinations; Mentoring sessions, and the conference hall for workshops, seminars, students activities, indoor competitions, Parent-Teacher Meet, Alumni Meet, Book Exhibitions, Poster Presentation etc.

The institution's computer lab is well equipped with a sufficient number of computers and a hundred MBPS Wi-Fi connectivity. Instant accessibility to knowledge is provided through Wi-Fi and LAN.

The Library has a Reading facility for students and all staff with quality reading resources with a reference book, and a textbook about the syllabus and it has an adequate capacity where users can seat and study comfortably at the same time. **The college has the facility of Inter-Library Loan**, where the students get the opportunity to access a larger amount of resources through interlibrary loans from other institutions like J. M. Patel College, Bhandara, Athawale College of Social Work, Chimur, & Orange City College of Social Work, Nagpur.

The library repository opens up the resources for the students, including the freely available resource material for the students, the syllabus of the various subjects, the e-journals on different subjects, the e-books on different themes and various other forms of e-material are suggested. The students are oriented about the e-pathshala for the up gradation regarding the research and dissertation

The college has the Maintenance Committee under the College Development Committee (CDC) that oversees the maintenance of buildings, classrooms and laboratories such as the computer labs and skill lab. Adequate in-house staff is employed to meticulously maintain the campus's hygiene, cleanliness and infrastructure to provide a congenial learning environment.

The college campus is built with the **perception of a green and eco-friendly** ambience for the student.

Besides this, several others facilities such as an **auditorium, Incubation centre, and cafeteria.**

The institution has the following adequate facilities:

1. **For Cultural Activity:** Institution has a seminar hall with an adequate sound system and other amenities related to cultural activities.
2. **For Sports Activities:** the Institution has an instrument for indoor game activities like a carom Board, Chess Board, and warm-up instruments for indoor games. For outdoor activities like volleyball, Kabbadi,
3. **For Yoga:** the Institute has basic amenities for Yoga practice.

File Description	Document
Upload Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 28.25

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
014	0.10	0.84	0.22	0.23

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

Our college Library has been systematically computerized in Function using LIBMAN. Master Software. It is a powerful and easy-to-use system. The online public Access Catalogue (OPAC) is remarkably effective and efficient. Lib-Man is a program that will maintain a Library system. The system manages book information Library visitors' borrowing etc. Titles of books have been entered into this software and the work is in progress. The Library also started the "Online Public Access Catalogue" (OPAC) To create

awareness about the automated services regular information literacy programs for the student and teachers are carried out in the Library throughout the year. These programmes primarily include searching for OPAC Internet awareness and demonstration of Open Access Educational Resources available on the internet etc.

- 1) Name of ILMS software
- 2) Nature of automation (fully or partially)- partially
- 3) Version – 11.0
- 4) Year of Automation – 21-09-2017

Aims and objectives

- 1) To make appropriate planning for the development of the Library.
- 2) To recommend proper allocation of available library funds to different subjects.
- 3) To organize book exhibitions on various subjects to give exposure to the students and staff and improve the reading habit.
- 4) To provide internet facilities to students and faculty.
- 5) To recommend rules and guidelines for improving library working

Library services and Facilities The college library provides the following services and facilities.

1. The facilities of reference books have been provided to the students. At a time two reference books and one periodical/ Journals have been given to the students regularly.
2. reference books and journals have been given to the students for seven days. Besides the Xerox copy has been provided to the students.
3. The catalogue of social work books and others have been given to the students on their demands.
4. Journals / Magazines / New papers / weekly news/employment news are provided by the college library.
5. Two books and one journal are given to the students for seven days thereafter, Rs. 1 (one) has been charged for one day.
6. The college has provided a book bank scheme to the students during the period of examination.
7. The service advertisements and other important related information have been given to the students by the college library so that they would be able to apply for the adequate post.
8. Catalogue of the filed works and dissertation has been given to the students for their proper information.

9. The information about the NET/SET examination has been given to the students as well as guidance has been provided accordingly. 14. books about competitive exams have been given to the students.

10. The Soft-were facility in College Library is available and the process of documentation and Entry of books are going on.

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Response:

Institute has provided open access Wi-Fi facility on the campus for the students as well as faculty members. Internet facility is also available at computer lab, library, office. We are upgrading IT infrastructure day to day. Faculty members are using the above technologies according to the need syllabus and requirements of the students. The college upgraded its IT facilities including Wi-Fi as per the needs and requirements during the last five years. The college has upgraded its internet connection bandwidth from 4 Mbps to 10 Mbps with a campus Wi-Fi facility. The college has updated its IT facilities with five LED TVs in classrooms and increased the number of computers, printers, scanners, smart boards, interactive LCD projectors, Photocopy machines, online admission process, dynamic website, and software. The teaching and learning process is enhanced by incorporating ICT tools and e-resources. INFLIBNET is an online international and national journal exclusively made available to learners to enhance learning capabilities. The 5 classrooms have LED and 1 moveable LCD Projector with an output device and a Wi-Fi connection for internet access during lectures.

The computer is formatted on regular basis. The college itself formats the computer without no fees and with the help of a computer operator. Anti-virus is regularly installed on the computer. All computer has anti-virus Wi-Fi connectivity is available in the Principal chamber, Office-room,

The college has used different social media software like WhatsApp groups for different purposes which keeps them aware and updated regarding different activities of different wings of the institution. Besides, a WhatsApp group for the teachers and alumni of the institution is created where the advertisements & the information regarding placement opportunity is regularly updated, to create awareness regarding the same among the students.

Every faculty as per the given situation adopts innovative teaching methods that help the students understand the subject thoroughly. Some innovative approaches include the use of ICT, the Use of Case studies, Display and use of models and charts prepared by students. Debates, role-playing, skits, workshops. Infrastructural and ICT facilities are provided by the institution. A sufficient number of books, journals and E-resources are made available in the library. Internet and Wi-Fi facility is available for students and staff. Classrooms with LED screens, Seminars, workshops, skill labs and conferences are

regularly organized on relevant contemporary issues by inviting experts from respective fields. This helps in fostering global competencies and promoting of use of modern technology. The students acquire various skills such as soft skills, professional skills, intervention skills, life skills, personal skills etc.

File Description	Document
Upload Additional information	View Document

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

Response: 20.53

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 15

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 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: 30.4

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)

2021-22	2020-21	2019-20	2018-19	2017-18
00	3.24	5.31	4.13	3.88

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 58.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
190	215	178	148	159

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.2 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
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 10.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	29	29	28	30

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4 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: B. Any 3 of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 34.83

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
41	50	40	34	37

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
131	115	112	112	110

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 13.64

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	1

5.2.2.2 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

2021-22	2020-21	2019-20	2018-19	2017-18
17	07	20	12	10

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years

Response: 1

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	01

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 1.2

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	2	2	2

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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:

Athawale College of Social Work, Bhandara, has been registered and it is certified that the chandanacha Taraval alumni association Bhandara registered on 29th August 2019 according to Societies Registration Act, 1860, Registration No. Bhandara/0000041/2019.

Registered Alumni Committee 2019-2020

- 1) **Mr A.K.Meher- President**
- 2) **Dr. Sarla N. Shende -Co- President**
- 3) **Mrs Kirantai. C. Rotele- Secretary**
- 4) **Aakash .S .Thantrate -Co-Secretary**
- 5) **Prafulla N. Apte- Treasurer**
6. **Dr Joyti. V. Selare- Member**
- 7) **Mr. Vivak Gaydhane- Member**

With prime objectives as follows:

1 Work status in social work education. A new student has been introduced to old alumni experiences with college and social work education.

2 If any injustice in Social Work education it may eradicate with the help of alumni and college. 3 To give information about the new policy of social work education to newly admitted students. 4 Any new concept in the Social Work curriculum should be introduced to new students with the help of experience sharing in social work practicum.

5 Some of the activities and contributions of the Alumni Association are as follows: -

1 organize events such as alumni meetings every academic year.

2 Alumni contributed through the following initiatives Guest lectures by noted Alumni.

3 Participation of alumni in seminars/conferences/symposiums organized by the college.

4Active participation /co-operation of Alumni for campus placement.

6 In these years, Alumni have contributed to installing 6KV solar panels and share of 60000Rs and they have donated books to the library.

TO fulfil the objectives of this association are to create a chance to attend important functions, seminars and educational programmes of the college whenever possible. To have concrete and continuous contact with the college to furnish the latest positions, placements and addresses of the alumni members. They suggest some ways and means develop the infrastructure and academic performance of our students and colleagues.

Activities: The alumni provide forms and channels of communication to meet regularly and organize 'Alumni meetings, get-to-gather, socio-cultural activities etc. It establishes and maintains a continuous close association among the alumni and a linkage between alumni and college, management, teachers and

the present students. They share the views and news of the profession, professionals, current trends, challenges, and issues of global concern in the context of professional social work to the current through peer teaching. They provide support to the college and establish a support system in the area of college development, improving the quality standards, teaching-learning process, curriculum, field-work, block-placement, camp, study tour, infrastructure development, employment formation of NGO's self-employment etc.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The institution believes in democratic decentralized and participative governance. The Leadership of Management, CDC, Principal, IQAC, alumni, students, and the faculty play a vital role in the designing and implementation of its quality and policies in teaching, learning, research and extension activities through collaboration and participative governance. Faculty members and students have proper representation on various bodies and committees of the institution.

C.D.C: College Development Committee consists of a democratic representative of management, teaching, non-teaching, students and stakeholders who monitor the overall development of the college.

Principal: The Principal is the head of the institution, which looks after the day-to-day activities including the monitoring of teaching, non-teaching and student progression and also the overall development of the institution. The principal being the chairman of IQAC helps in planning, implementing and monitoring the quality parameters for the activities of the college

IQAC: Internal Quality Assurance Cell consists of Teaching and Non-Teaching members as well as students who look after the overall development of the institution. The IQAC is a link between the Management, the Principal & the Staff, Students, Alumni & other stakeholders of the institution.

The Faculty: Teaching is student-centric concentrating upon the all-round development of the students including academic, extracurricular, and co-curricular activities, sports, job placement field work etc. The faculty and students' representation in co-curricular and extracurricular committees is an indication of participatory management for planning, implementing and monitoring the activities of the college. Faculty plans and designs teaching plans and prepares an academic calendar

Student level- Students are empowered to play an active role as a coordinator of the student's welfare committee, co-curricular, extra-curricular and NSS activities.

1. Strategic Level: The principal, academics and staff members are involved in defining the policies/procedures, framing guidelines and rules/regulations about admission, placement, discipline, grievances, counselling, training development, and library services, etc. and effectively implementing the same to ensure smooth and systematic functioning of the institute. For the various programs to be conducted staff members have meetings, discuss, share their opinion and plan for the event and form various committees involving students.

2. Operational Level: The principal of the institution is responsible for the academic, and non-academic activities of the institution. On the behalf of the institute, she interacts with the University. All the staff

members actively participate in implementing the policies, procedures, and framework designed by the management to maintain and activate the quality standard.

Role of Management: The management support and encourages the principal and the faculty in all the activities designed by the college. The members of management, as representatives in the IQAC which is a planning, implementing and monitoring body, help in planning and making a decision on behalf of the management. The principal, the executive head of the Institution, executes the orders, circulars and notices received from UGC, State Government and affiliating Universities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

Management Committee college that plans long-term policies and executes developmental activities of the college by setting values and participative decision-making process, in tune with the vision and mission and prime objectives of the institution.

The composition of the Executive council is as follows: President, Vice President, Secretary, Joint Secretary and selected members from teaching and non-teaching.

The CDC members of the institute meet quarterly a year to discuss and deliberate upon the institutional requirements and unanimously take crucial decisions for the betterment of the organization. As CDC comprises Management representatives, the Principal, the Head of the Deptt, the IQAC Coordinator and various other stakeholders, this committee is the best and ideal example of Participative management and decentralization.

The internal, Quality Assurance Cell is taking initiatives for quality academic activities. In the pursuance of quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college has established the Internal Quality /IQAC has become valuable in suggesting several quality improvement measures in the college. It plays a catalytic role in the quality improvement of the college.

Academic & Administrative committees: The smooth function of the institution, these committees are playing a vital role in the overall development of the institute.

The important decision-making bodies in the college are the IQAC, College Development Committee (CDC). These bodies comprise all stakeholders- Management, Principal, staff, students, alumni and

industry experts. They make plans for the college regarding academic, administrative and infrastructural matters and enable College to improve and maintain overall excellence. Specific recommendations regarding certain issues and needs are discussed with the management.

The organization of departments includes Heads of Departments, Coordinators, teaching staff, and librarians. The administrative setup consists of the Head Clerk, Junior Clerks, Assistants and Attendants.

Service Rules: The College follows the rules and regulations laid down by Nagpur University, Nagpur, UGC and the social welfare dept, government of Maharashtra.

Procedures for Recruitment: Faculty and staff recruitment is done as per norms of the Government of Maharashtra, Nagpur University and UGC.

Institution finds following areas to be updated and should look after in nearly future.

1 To strengthen Incubation Centre.

2 To develop the soft skills of the students and teachers in the field of communication skills, and advanced IT information.

3 The institution has a perspective plan as students support service by providing a vehicle for students travelling and for accommodation boys' hostel will be modified with several rooms.

4 To strengthen skill training centres for the community and students.

5 To build rapport with National and International agencies like industry and NGOs for professional exposure and provide placement to the students.

6 To provide more opportunities to the alumni to fill the gap in their professional skills by providing counselling and guidance related to employability as well as a small-scale training programme.

7 To establish the linkages on national and international levels for research attitude and faculty development scheme. Besides this, institutions try to inculcate the timely need and requirements for institutional development.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

1. Administration

2. Finance and Accounts

3. Student Admission and Support

4.Examination**Response:** E. None of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff****Response:**

The institution takes care of the welfare of teaching and non-teaching and time to time. Teachers are always permitted to attend the different Faculty Development Programs and other academic programs to improve their teaching and learning skills so that they can able to provide a quality education through advanced pedagogy organized by UGC, University and Professional Social Work Education and other academic bodies which help the holistic development of the faculty. The institution promotes all types of welfare measures i.e. promotion of CAS and yearly increments. For Non-Teaching, the institution promotes and allows them to attend administrative seminars, conferences and workshops to improve their administrative skill and knowledge. The institution provides them with all types of technological assets with the necessary equipment. The institution also takes care of emergency funding related to education, health, marriage ceremony and other essential requirement. For the security of the employees' families, future institutions have Group Insurance every year.

Performance Appraisal based on Confidential Report:

Every year the teaching and non-teaching staff has to submit a confidential report. The teaching staff CR (confidential report) is to be submitted to the respective head of the department, who puts in her remarks and forwards them to the Principal. The CR of non-teaching staff is to be submitted to the Principal of the college. This report is a brief assessment of the yearly performance of the concerned staff.

Performance Appraisal of Teaching Staff based on PBAS:

The institution follows the performance appraisal system laid down by the UGC and implemented by the University of Rashtrasant in the form of a "Performance Based Assessment System". API scores are compounded prospectively as and when the teachers become eligible for CAS promotion to the next cadre with the multiplication factor of years of service required to apply for CAS promotion. The teacher who wishes to be considered for promotion under CAS has to submit in writing to the Principal three months in advance of the due date, that she fulfils all qualifications under CAS and submit to the Principal the PBAS proforma as evolved by the Nagpur University duly supported by all credentials as per the API guidelines set out in the circular. The IQAC scrutinizes and confirms the API scores of the teachers. The Selection Committee specifications as per the Circular apply to all Career Advancement promotions of Assistant Professor to Associate Professor and to that Associate Professor to Professor. The selection procedures are completed on the day of the selection committee meeting, along with PBAS scoring proforma and recommendations made based on merit and duly signed by all members of the selection committee.

Performance Appraisal of Non-teaching Staff: The institution has a performance appraisal system for non-teaching staff which is channelized through the confidential report.

Performance Appraisal on Students Feedback:

Teachers' feedback is done by students; the IQAC introduced the student feedback system as per the NAAC guidelines on institutional parameters. The students continuously assess teachers and reflect their opinions in the feedback forms. The feedback is compiled, analyzed and communicated to the teacher.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2 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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Response: 34.94

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	01	04	02

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	01	01	00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization**6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)****Response:**

The college receives grants from the department of social justice, govt. of Maharashtra. While maintaining any institution, funds are an essential part. None of the activity can be fruitfully accomplished until it is supported with a sufficient amount of funds required. Accordingly, the grant received by the college is bifurcated under salary & non-salary grants. The salary grant so received is used for the salary of the employees as per the rules prescribed by the government. Similarly, the non-salary grant is used for the other developmental activities of the institution. All the important expenses of the college are met through the non-salary grant. The important activities of the institution like infrastructure development, maintenance of the college, conducting routine activities of the college, etc. are met through the non-salary grant. Besides, these activities of the college are supported by a non-salary grant. The tangible and non-tangible expenses of the college are met through the non-salary grant. Thus, the college receives respective grants and they are utilized accordingly for the sustenance of the college on day to day basis. The institution carefully prepares a strategy for the mobilization of funds which are received from different sources. For using this fund IQAC and CDC prepared the plan according to institutional academic and administrative needs. As the different departments of the institution whenever needed requisite to the IQAC and CDC as per their demands and the need proposal is prepared by IQAC and sent to CDC.

The institution conducts the financial audit for both. IQAC and another department of the institution provide their needs and demand financial support to develop the institution and internal audit done with LMC and external audit done by C.A. every financial year. Relevant documents and records are maintained systematically and are well organized for verification and audit. Related documents such as maintained i.e., (Vouchers, Invoices, and Bills) for the process regularly these documents are maintained.

The accounts of the institution are maintained by the accountant as per the admission and for a regulatory

committee of the state. The accounts are bifurcated into salary and non-salary grants. The annual budget of the income and expenses is formulated. Accordingly, the expenses are managed throughout the year. The money is spent on all the liabilities and necessities of the institution. The entries regarding all the expenses made on the different aspects of the college are cautiously mentioned in the accounts and the calculation of the same is maintained. At the end of the year, the audit of the accounts is done. The financial entries are done on regular basis. At the end of the financial year, accounts are assessed and any error, if found, is rectified. The audit of the college is done by the Chartered Accountant. The accountant audits the accounts internally and the same is verified by the Chartered Accountant. There had been no audit objection raised so far. This is because complete transparency is observed and there is no scope for any form of discrepancy.

File Description	Document
Upload 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The IQAC not only focuses on the implementation of the goals set by NAAC try to attempt to promote a culture based on excellence and quality in different fields of work. During the process of quality sustenance, various thematic action plans are functionalized. IQAC plans and organizes different thematic conferences, workshops and seminars as well. Besides, the faculties are promoted to publish qualitative research work and attend conferences, workshops and seminars to refresh their ideas and knowledge. The IQAC promotes the various committees to organize annual meetings of the stakeholders like Alumni, Parents, Students, Government Organizations and Non- Government Organization. These meetings aim to share the achievement of the institution and to invite their valuable input for the development.

The IQAC submits the Annual Quality Assurance Reports depicting the exhaustive presentation of the different developmental activities according to the prescribed format by NAAC.

IQAC focus on;

1. IQAC works on the suggestion given by the previous NAAC peer team.
2. To implement professional initiatives/activities such as the Preparation of funded Research projects on social issues, Adoption of villages, expand the collaborative and extension services for institutional as well as student development. Institutions take care of the communication skills of teachers and students.
3. To establish the Incubation Centre.
4. Institution tries its best to stronger career guidance and counselling cell with alumni support.

5. IQAC promotes opportunity in the field of research and publication by organizing academic programs.

Strengthen Research Culture in the College through the Place for Higher Learning and Research Centre. IQAC has organized a workshop for the students. The college has established Skill Development Program Centre to promote collaborative/extension/outreach activities and MoU with the different GOs and NGOs.

The college reviews its teaching-learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC. Following are two examples of institutional reviews and implementation of teaching-learning reforms facilitated by IQAC Review of Lectures and Assignments and promotion of ICT in Teaching-Learning:

Post accreditation quality initiatives through IQAC, on the recommendation of IQAC, 04 ICT classrooms have been set up in the college, Water Harvesting Project, Compost Khat, and Solar Panel installed.

The IQAC plays a vital role in the execution and implementation of the necessary direction to the relevant committees from time to time & providing academic guidance for bringing in the successful outcome of the various enterprises that the institution undertakes. The IQAC reviews the feedback so collected from different stakeholders. During the process of receiving the feedback, various vital components are taken into consideration that is relevant to the stakeholder from whom the feedback is collected. After receiving the feedback, the same is analyzed and necessary action is taken for analyzing and solving the problem. After the necessary action is taken, the same is documented.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2 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)/ membership of international networks
3. Participation in NIRF
4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Gender sensitization and gender equity are of immense importance to society. In our curriculum number of themes are covered by the Department of Family & Child Studies since 2015 -16 this department deal with the issues of gender sensitization and gender equity. The college has a fully functional counselling centre namely “**SAKHA**” **Women Cell**. Besides, there is Internal Complaint Cell (ICC) and Vishakha. The Women Cell is an initiative for ensuring gender equality in the college. **The ICC cell** looks after the various issues and concerns related to the women faculties and girls students of the college.

As per the directives of the RTMNU, Nagpur the college has ICC and adhered to the ‘**VISHAKA**’ principle, where the college abided by the protection of the college girl students. The teaching and non-teaching staff of the college are alert and sensitive towards providing security to the girls’ students. **The Grievance Redressal Cell** of the college takes cognizance of any kind of grievance or complaints received by the cell from the women faculty and girls students. Such complaints are attended to with utmost priority and attempts are made to solve the same immediately. However, fortunately, the institution has not received any complaints to date. The various issues related to the girl students are dealt with in the counselling cell in the college providing counselling to the students including girls over their different problems. Besides, the common room was provided for the girl students and provided required services, counselling and training to the focused group, especially the girl students. The Centre has organized a program on Family Injustice and Atrocities, a Guidance program and a women’s Day program. The college promotes self-defence workshops and Personality Development for girls.

The institution believes that it is one of the greatest achievements at its disposal and it is the result of the positive policies adopted by the institution. However, as a means of precaution on behalf of the college, various efforts like organizing various gender sensitivity programmes.

International commemorative days, events and festivals:

The college intently organizes national festivals and birth and death anniversaries of great Indian personalities throughout the year. The college not only provides academic knowledge to the student but also tries to imbibe the respect and willingness to acquire the qualities of the great personalities of the country so that they can follow their ideals in life and be a good citizen of the quality. The anniversaries of the personalities are observed in the college. This observance aims to remember their contribution and service towards the nation and also pledge to follow their ideals in life. During these programs, various types of debate and elocution programs are organized these days to generate awareness regarding these stalwarts among the students. Thus, through this, the students can make their life more valuable and worthy for the nation.

File Description	Document
Provide Link for Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: B. 3 of the above

File Description	Document
Upload supporting document	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: D. Any 1 of the above

File Description	Document
Upload supporting document	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Institution has always believed in integrating gender issues, environmental problems, human values and ethical considerations in its curriculum. This is transacted both by curricular and co-curricular means. Values appropriate to the level of learning and attitudinal change appropriate to the social work profession are ensured at the end of the programs. Ethical behaviour –Social work is a profession which has its ethics and principles, and we look forward to its internalization by the students. The Institution has always believed in integrating gender issues, environmental problems, human values and ethical considerations in its curriculum

Contingents of NCC and NSS members also present a salute to the flag and then go on to participate in the main parade organised by the district administration. Anniversaries of national figures like Mahatma Gandhi, Lal Bahadur Shastri, Dr B. R. Ambedkar, Dr A. P. J. Abdul Kalam, Savitribai Fule, Indira Gandhi, Maulana Azad, Swami Vivekanand, Bhagat Singh, Sardar Vallabhbhai Patel, Dr S. Radhakrishnan, Chhatrapati Shivaji and many others are routinely observed through different programmes. In addition, several important occasions are also celebrated in the college. These include Constitution Day, Hindi Day, Marathi Conservation Fortnight, National Integration Day, Teachers' Day, NCC Day, NSS Day, Geography Day, Environment Day, Road Safety Week, National Sports Day, Nutrition Week, Kranti Din, National Youth Day, the International Women's Day, the International Yoga Day and many others. The observing and celebration of these events are always done with the active participation and contribution of the staff and the students. Some of these events are held in-house with the involvement of the college staff and students, while on some other occasions other colleges, students and agencies are also involved. The activities organized in connection with these events range from simple commemoration to cultural, co-curricular and intercollegiate activities, seminars or symposiums, guest talks, audio-visual presentations, camps, physical work and rallies.

Sensitization of students and employees:

The institution used to organize awareness sessions for the students on human rights, human values and the duties played by responsible citizens. Besides, students organize different activities in the field for community-level awareness of the duties and responsibilities under the guidance of the faculty. IQAC published the Handbook of Code of Conduct for the students, teachers, non-teaching staff and other stakeholders for their moral duties towards the institution and the community as well. Institutions promote human rights practices in the adopted village so that community people came to know and are aware of their fundamental duties, rights and duties as responsible citizens of the nation.

File Description	Document
Provide Link for Additional information	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:

1 . Development Training Centre. To provide more opportunities in different skills-based training to the open community through the **Incubation Centre -Skill Development Training Centre.**

The main objective of the Self-Employment Training and Guidance Center is to promote, manage and support start-ups based on professional skills and technology. So that the centre provides participation in job creation, creation of financial opportunities, meeting the needs of society and various organizations, etc. Similarly, the main objective of the centre is to provide training to the students through

research/reflection on the topic of self-employment at different levels and to guide the students accordingly. To train in this connection, various self-employment training classes will be conducted in the college and future more students will be motivated to self-employment along with traditional education.

Athawale College of Social Work Bhandara has been imparting vocational social work training for the last 29 years. In college, B.S.W. And M.S.W. Lessons in professional social work education are being imparted. It was started under the guidance of Dr Chandansingh Rotele and Hon'ble Dr Kedarsingh Rotele, Secretary of the Society. Like a baby is nurtured, Incubation centres (established firms, colleges, and universities) provide facilities to nurture young firms (startups) during their early months or years of growth. Further, this collaborative program is designed to help new startups succeed. In-charge of the incubation centre of the college is supervising the training. Dr Madhukar J. Nikam, Coordinator-Skill Training Program and Mr Amolsingh D. Rotele, Coordinator-Incubation Centre. Athawale College of Social Work is the only college in the entire Bhandara district which is running a self-employment training and guidance centre along with traditional courses. Skill Development Training Program: The Self-Employment Guidance and Training Center is working to provide various types of training and guidance to the youth in the open community, mainly training and guidance of Domestic Electricians and Basic Computer Courses.

1 In the session 2020 institute has signed MoU with Maharashtra Skill Development Department to run the Four monthly Domestic Electrician Courses for open community students. Training Institute takes the initiative and completed the training for 30 students successfully

2 Data Operator In the session 2022 institute has signed MoU with VOC Skill, under the project from Entrepreneurship and Skill Development Project, Tribal Research & Training Institute, Pune, Govt. of Maharashtra to run the Four-month Data Operator training for open community students. Training Institute takes the initiative and presently running the training for the 100 ST students successfully

2. Wellness Centre outreach activity avail counselling and guidance for medical services to the needy ones in the community. The primary mission of the social work profession is to enhance human well-being and help meet the basic and complex needs of all people keeping this mission in mind Athawale College of Social Work has opened a Wellness centre in the district general hospital Bhandara as a field action programme. The Health and Wellness Center is committed to delivering the highest quality of health services which include prevention, promotion, and medical care for people. The confidentiality of patient health is of utmost importance in achieving a level of trust and satisfaction. Incorporated into the philosophy of the Health and Wellness Center is the integration of treating the whole person -mind, body, and spirit.

The objective of this Programme: A Team is comprised of different categories of staff personnel. Teamwork refers to working by two or more staff members who plan and carry out, cooperatively, a particular task or programme. Medical professionals or psychiatrists, medical or psychiatric social workers, clinical psychologists, occupational therapists, trained nurses, etc. are the members of the health care team.

2. Two important functions of a social worker are as follows: (a)Interpreting problems: Social worker expounds the nature of disease or illness to the patients and their family members. He also explains how frequently the same disease can occur, what would be its impact at a 19-individual level or a group level, and the treatment procedures recommended by the doctors. (b)Pooling Community Resources: Many a time, a lack of resources makes it difficult for a patient to receive appropriate medical or psychiatric care. Hence, social worker pools community resources to provide money or medicines or clothe/clothes or prosthesis to poor patients, so that they can continue treatment as per the advice of the doctor.

Service Provided: ? Initial screening and evaluation of patients and families;

? Comprehensive psychosocial assessment of patients;

? Helping patients and families understand the illness and treatment options, as well as the consequences of various treatments or treatment refusal;

? Helping patients/families adjust to hospital admission; possible role changes; exploring emotional/social responses to illness and treatment;

? Educating patients on the roles of health care team members; assisting patients and families in communicating with one another and to members of the health care team; interpreting information;

? Educating patients on the levels of health care (i.e. acute, sub-acute, home care); entitlements; community resources; and advance directives;

? Facilitating decision-making on behalf of patients and families;

? Employing crisis Intervention; ? Diagnosing underlying mental illness; providing or making referrals for individual, family, and group psychotherapy;

? Educating hospital staff on patient psychosocial issues;

? Promoting communication and collaboration among healthcare team members;

? Coordinating patient discharge and continuity of care planning; ? Promoting patient navigation services;

3. Adopted Village: To promote community development activity for the adopted village "Gunther", Bhandara. Institutions take initiatives to reach villages and provide them with awareness about social schemes and policies by the government and to organize programmes from time to time on current issues through adopting one village.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	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:

Athawale College of Social Work, Bhandara, since its inception in 1992 has been persistently making efforts to keep pace with ever-changing scenarios in social work education. The College has a rich legacy of social service for social development in rural, urban and tribal communities. Innovative teaching methods, the exercise of conducting programs on current social issues, and the contribution to sustainable social development can be pointed out as some of the features of the college.

The role of education is not limited to giving and grasping knowledge and theory. The institution provides Professional Social Work Education to create the next generation, of citizens of character, strength & confidence through focused teaching, fieldwork training, all-round grooming, individual attention and personality enhancement to produce a cadre of professional social workers with value-based social work education to promote competent human functioning.

The ultimate goal of professional social work education is awakening the life of weaker sections and marginalized people.

The College always focus on the institution's vision, mission and working methodology to assure the standard of the student's performance through value-added education and research. The main focus of the institution is to render quality affordable education committed to the upliftment of the marginalized and also to make higher education inclusive.

The college also aims at vitalizing the learning skills with a focus on futuristic demands, vitalizing the teaching-learning process, ICT, Human Values, and functional relationship with all the stakeholders for the holistic development of the individual and society.

College also strives to create virtuous, meritorious personalities and to prepare professional, creative, and humane students to serve humanity by setting a commendable tradition of initiative and imagination. The institution stands apart from all other colleges by placing greater emphasis on producing professional students by providing value-based education and enabling the students to face challenges in modern life.

The institute aims at instilling a sense of self-discipline and accountability among students and developing a respect for democratic, ethical, and moral values. To bring out the concealed talents of the students every year the institution conducts Annual Cultural and Sports Day.

The institution has provided the best possible facilities in terms of infrastructure for teaching, learning and sports activities to make a student, complete in all dimensions. The Classrooms, Library and Administrative office are highly conducive to the overall academic environment. **The college has its solar system and water harvesting for the conservation of the environment.**

The institution has been passionate about making a positive impact on students. Externally, we are driven to deliver our mission and convinced of the transformative power of professional social work education and research to them for their betterment.

We aim to deliver exceptional education and to make significant contributions to society locally, nationally and internationally. Institution consistently inspires students and provides a platform for methodological skill development and ethical and human value development.

The following are some key factors for an institution's distinctiveness:

Gallery of distinctive activity.

<https://acswbhandara.co.in/gallery-2/>

Admission

<https://acswbhandara.co.in/wp-content/uploads/2022/04/ADMISSION-2017-2021-WEBSITE.pdf>

Collaboration with agencies for fieldwork placement and block placement

<https://acswbhandara.co.in/wp-content/uploads/2022/04/SOCIAL-WORK-PRACTICAL.pdf>

Code of conduct

<https://acswbhandara.co.in/wp-content/uploads/2022/04/CODE-OF-CONDUCT.pdf>

POs and COs

<https://acswbhandara.co.in/wp-content/uploads/2022/05/POs-COs.pdf>

Teachers qualified as per UGC norms NET/SET/Ph D

<https://acswbhandara.co.in/teaching-faculty/>

Non-teaching staff qualified -postgraduate and Ph D

<https://acswbhandara.co.in/non-teaching-faculty/>

Publication – books as a study material

<https://acswbhandara.co.in/book-publication/>

Collaborative Research and Survey with the Government hospital and social welfare department Bhandara.

<https://acswbhandara.co.in/wp-content/uploads/2022/04/COLLABRATIVE-REPORT-FOR-WEBSIT.pdf>

Extension and outreach activity

1. **Gunthara Village (Adopted Village):** Through this extension activity institution adopted villages near the institution to provide them with developmental opportunities through the organizing of different types of awareness programs and work with them such as Gram Swachhata Abhiyan, Health Awareness, providing the information related to Government welfare schemes for the village and villagers.

2. **Wellness Centre**

It's an initiative for a happy and healthy life. This Centre (Field Action Project) was established officially in 2021 as the Health department of the institution already working with a Government hospital for two years for the healthy life of the community people. The centre is open on Wednesday and Saturday from 9:00 a.m. to 1:00 p.m. Following services provided by the centre: 1) Information on Nutrition and a Healthy diet. 2) Caring for health 3) Counseling and Guidance 4) Awareness of Government Schemes

Ph D research centre

Athawale College of Social Work, Bhandara as a leading College with quality standing in teaching, learning and extension activity, gives due importance to research and innovations. Researchers of this institute are required to maintain the highest standard of excellence and ethical behaviour in all their research activities. Athawale College of Social Work, Bhandara is being granted recognition as a "Place for Higher Learning and Research" leading to social work departments under the faculty of Interdisciplinary Studies. The "Recognition" so granted, shall be for five years from the date of issuance of the communication as dated 3/1/2019. The intake capacity of registered students for social work departments is up to 20 seats.

Incubation centre- Skill Development Training program

The incubation centre has been established in December 2019. The target groups of this Start-up program are the youth and needy ones from the open community as well as college-going students and alumni of the institute. The Centre specially focused on social entrepreneurship, small-scale training program, skill development program and job-based program.

Equal opportunity cell

The **Equal opportunity** cell is providing educational counselling as well as guidance on the welfare schemes for the students. Besides, the competitive examination cell provides a tutorial on different subjects for different examinations.

Certificate courses

Certificate course: 1. Scientific Steps & Research Methodology 2. Social Survey & Pilot Study 3. Counselling 4. Human Rights and their Legislation

The department of Lifelong Learning and Extension had granted permission to conduct the certificate courses. The tenure of three months for each course. The first session commenced on 15th July 2019. A certificate has been provided to the students by the department of Lifelong Learning and Extension under the Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

Computer Lab

The Computer Lab has been provided to the students for the opportunity to learn and practice computer application skills and techniques.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

1. The institution takes the initiative to establish the 'SWAYAM' scheme of Skill Development India.

NPTEL –Swayam Local Chapter (College Code -5454) 22nd October 2022.NPTEL is a project of MHRD initiated by 7 IITs along with the IISc, Bangalore in 2003, to provide quality education to anyone interested in learning from the IITs. Learning new things can always help in your growth and development.

Through SWAYAM online courses you can broaden your horizons and acquire knowledge in subjects that interests you. Since the courses are framed by experts, the completion of the course would improve your knowledge and would help in your skill development. Hence, SWAYAM would be a great option if would like to learn something new and upscale your knowledge.

2. The institution provides Life Insurance Policy with this 2022 from THE NEW INDIA ASSURANCE CO. LTD. (Government of India Undertaking) for students, parents and staff.

<https://acswbhandara.co.in/wp-content/uploads/2022/12/Students-Insurance.pdf>

<https://acswbhandara.co.in/wp-content/uploads/2022/12/Parents-Insurance.pdf>

<https://acswbhandara.co.in/wp-content/uploads/2022/12/Staff-Insurance.pdf>

3. The institution runs Distance Programs like B.A., B. Com, M. A. (English) M. Com affiliated to as a study centre of Yashwantrao Chavan Maharashtra Open University Nashik.

4. ENSURE THE LONG-TERM VIABILITY AND NATIONAL VISIBILITY OF THE COLLEGE OF SOCIAL WORK BY ADVANCING EXCELLENCE IN INSTRUCTION AND RESEARCH

- Increase our national visibility through impactful research and academic achievements
- Provide state-of-the-art facilities for students, educators, researchers, and community
- Share our stories – communicate our achievements with stakeholders, community members, and national peers
- Ensure a safe and comfortable learning and working environment for our students, faculty, and staff
- To establish the linkages on the National and International levels for research attitude and faculty development scheme.

5. ENGAGE COMMUNITIES TO IMPROVE WELL-BEING AND SOCIAL JUSTICE

- Produce research that addresses social challenges in our world
- Provide services that meet societal needs, particularly for vulnerable populations

- Facilitate diverse opportunities for learning and collaboration through practicum experiences, global learning opportunities, and inter-professional education
- Lead community conversations on current events.

LAST BUT NOT THE LEAST

INSTITUTIONS ENSURE THE LONG-TERM VIABILITY AND NATIONAL VISIBILITY OF THE COLLEGE OF SOCIAL WORK BY ADVANCING EXCELLENCE IN INSTRUCTION AND RESEARCH

Concluding Remarks :

The institute ensures its vision and mission, aim and objectives throughout the year with the help of IQAC and other college departments concentrating on academic quality, student progression, and maintaining and developing infrastructure according to the time needed which is support to provide quality education.

The institute has a bright future, since 30 Effective curriculum delivery of Social Work Syllabus and Practicum including fieldwork are planned at different levels - ensuring awareness and preparedness of students, actual dealing with the curriculum during the semester and monitoring student uptake and teaching progress on the curriculum. Curriculums and syllabi are available to students through the university website and college prospectus and copies are available in respective departments and the library for student use. Academic schedule and the requirements at the department level as per the action plans formed. Teaching plans includes course outcomes, course objectives, content topics, reference books and expected outcomes from the students by learning through the topics prepared by respective faculty members at the beginning of each semester. The actual delivery of social work curriculum is done through a variety of approaches and methods, trying to bring in application-oriented, hands-on experiences of learning, drawing on the constructivist approach to teaching-learning. Attempts are made to enrich the curriculum delivery by the use of ICT, online resources and multimedia activities and by the diversity of teaching strategies like online lectures, group discussions, student presentations, and assignments. Efforts are also made to adapt the curriculums as relevant to the needs and interests of the student. Since it has no freedom or control over the centrally prescribed curriculum of the affiliating university.

The institution progressed steadily and gradually since NAAC First Cycle's C+ grade', in Second Cycle's B grade', and in Third Cycle's B grade'. Now we are going for Fourth Cycle with institutions' overall development as demand student support facilities.

The institution work on, take efforts in all areas and assure whatever recommendations and suggestions are given by the previous NAAC peer team.

Therefore the institution is willingly ready for Assessment and Accreditation for the Fourth Cycle.

The institution's stakeholders kindly welcome NAAC Peer Team.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.2	<p>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>240</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>210</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per clarification and revised document received from HEI, based on that, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	00	00	240	00	00	2021-22	2020-21	2019-20	2018-19	2017-18	00	00	210	00	00																				
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
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2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>308</td> <td>309</td> <td>301</td> <td>308</td> <td>307</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>126</td> <td>132</td> <td>131</td> <td>132</td> <td>131</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>324</td> <td>314</td> <td>324</td> <td>313</td> <td>312</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>132</td> <td>132</td> <td>132</td> <td>132</td> <td>132</td> </tr> </tbody> </table> <p>Remark : As per clarification and revised document received from HEI, based on that, DVV input</p>	2021-22	2020-21	2019-20	2018-19	2017-18	308	309	301	308	307	2021-22	2020-21	2019-20	2018-19	2017-18	126	132	131	132	131	2021-22	2020-21	2019-20	2018-19	2017-18	324	314	324	313	312	2021-22	2020-21	2019-20	2018-19	2017-18	132	132	132	132	132
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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324	314	324	313	312																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
132	132	132	132	132																																					

is recommended.

2.1.2 Percentage of seats filled against seats reserved for various 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:

2021-22	2020-21	2019-20	2018-19	2017-18
138	153	139	137	138

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
59	63	61	62	54

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
163	158	162	156	156

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
66	66	66	66	66

Remark : As per clarification and revised document received from HEI, based on that, DVV input is recommended.

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

2.4.1.1. Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	21	21	21	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	17	17

Remark : As per clarification and revised document received from HEI, based on that, DVV input is recommended.

2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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 NET/SET/SLET/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:

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	11	11	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	13	12	11

Remark : As per clarification received and revised document received from HEI, based on that, DVV input is recommended.

2.6.2 Pass percentage of Students during last five years

2.6.2.1. Number of final year students who passed the university examination year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
129	109	108	105	96

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
129	109	111	104	96

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
132	115	112	112	110

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
131	115	112	112	110

Remark : As per clarification received and revised document received from HEI, based on that, DVV input is recommended.

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	09	06	07	06

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	6	7	5	1

Remark : As per clarification received and revised document received from HEI, based on that, DVV input is recommended.

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

3.3.2.1. 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:

2021-22	2020-21	2019-20	2018-19	2017-18
06	08	13	00	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	13	00	00	03

Remark : As per clarification received and revised document received from HEI, based on that, DVV input is recommended.

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

3.4.3.1. Number of extension and outreach Programs 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:

2021-22	2020-21	2019-20	2018-19	2017-18
05	02	07	08	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	02	07	07	08

Remark : As per clarification received and revised document received from HEI, based on that, DVV input is recommended.

3.5.1 **Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

Answer before DVV Verification :

Answer After DVV Verification :07

Remark : As per clarification received and revised document received from HEI, based on that, DVV input is recommended.

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

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 18

Answer after DVV Verification: 15

Remark : As per the clarification received from HEI, DVV input is recommended.

5.1.3 **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

5.1.3.1. **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:

2021-22	2020-21	2019-20	2018-19	2017-18
50	32	91	107	196

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50	29	29	28	30

Remark : As per clarification received and revised document received from HEI, based on that, DVV input is recommended.

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
41	50	40	34	37

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
41	50	40	34	37

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
129	109	108	106	99

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
131	115	112	112	110

Remark : As per clarification received and revised document received from HEI, based on that, DVV input is recommended.

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	3	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

2	2	2	2	1
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5.2.2.2. 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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	07	20	12	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	07	20	12	10

Remark : As per clarification received and revised document received from HEI, based on that, DVV input is recommended.

5.3.1 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) during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	00	00	02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	01

Remark : As per clarification received and revised document received from HEI, based on that, DVV input is recommended.

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

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	111	140	72

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	2	2	2

Remark : As per clarification received and revised document received from HEI, based on that, DVV input is recommended.

6.2.2 Implementation of e-governance in areas of operation

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

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

Answer After DVV Verification: E. None of the above

Remark : HEI has not provided satisfactory documents for its claim.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	07	03	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	01	04	02

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	01	01	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	01	01	00

Remark : As per clarification received and revised document received from HEI, based on that, DVV input is recommended.

7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : As per clarification received and revised document received from HEI, based on that, DVV input is recommended.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1070 986 1182"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>17</td> <td>18</td> <td>18</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1261 986 1373"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>17</td> <td>15</td> <td>15</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	16	17	18	18	19	2021-22	2020-21	2019-20	2018-19	2017-18	16	16	17	15	15
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