



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**YASHWANTRAO CHAVAN SCHOOL OF SOCIAL WORK**

YASHWANTRAO CHAVAN SCHOOL OF SOCIAL WORK JAKATWADI,  
SATARA  
415002

[www.ycssw.edu.in](http://www.ycssw.edu.in)

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**BANGALORE**

**April 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Yashwantrao Chavan School of Social Work (YCSSW) is nestled among the Sahyadri hills. The college, affiliated to Shivaji University, Kolhapur, was started in 1994 by renowned author and social activist Padmashree Laxman Mane under the banner of Bhartiya Bhatke Vimukta Vikas va Sanshodhan Sanstha (BBVVSS), Satara. It is now an established rural college, offering full-time Bachelor's and Master's programmes in Social Work. YCSSW is recognized under 2f & 12b of UGC Act, 1956.

The Institute is named after late Shri.Yashwantrao Chavan, the first Chief Minister of Maharashtra and the former Deputy Prime Minister of India. Yashwantrao Chavan was jailed for participating in the Quit India movement and was instrumental in setting up co-operatives for farmers in Maharashtra.

The Institute's school of thought is guided by the revolutionary ideas of Mahatma Jotirao Phule, Chhtrapati Shahu Maharaj and Babasaheb Dr. B. R. Ambedkar. YCSSW gives thrust to inclusiveness, acceptance of diversity and creating a culture of dialogue and understanding. These areas of national significance are reflected in the day-to-day functioning of the Institute.

College has 7 smart calss rooms , one seminar hall , one computerlab , and facilities for indoor and outdoor games . Library is socked with quality books, jounal and ejournals that is accessed throgh N-list.The 14 acre biodiversity green campus provide an ambience of learning to students and faculty.

The college give more importance to experiential learning and thus have networking with national level institutions which provide opportunity to the srudents for intership. Keeping in mind the sustainable ddevelopmental goals the social responsibility initaitives of the institute adress the issues of the society. Women empowerment is one of the core area.

College has a well structured mentoring system for mentoring the students and learning from this guide the institute to revise the existing mechanism for further improvment.The professional code of ethics have been followed by all stakeholders to attain the mission and vision of the institute.Care is taken to provide quality education keeping in mind the existing challenges. The national educational policy guidelines have been taken in to account and will accomadate the changes as per the policy.

### **Vision**

The Vision of the institute is to build a cadre of Social Work Professionals who bring positive change in the world.

To materialise the vision the institute developed a good networking with alumni, government departments, NGOs, Industries, hospitals, villages and educational institutes at local, state and national levels. The challenges posed by the COVID-19, have been converted in to opportunity to serve the society and in turn students gained experiential learning. The transformative education is the vision of the institute to make this world more

inclusive and adaptive.

## **Mission**

The mission of the institute is to provide a learner-centric environment where excellence in Social Work education is the focus. YCSSW seeks to develop and foster principled and competent professionals who understand the interrelatedness of human needs, social structures and oppressive conditions that affect the wellbeing of people. Objectives of the Institute are as follows

1. To impart Social Work education at the graduate and postgraduate levels to groom competent Social Work professionals who can bring positive change in the world
2. To conduct Social Research and Social Work research by involving students so as to train them in methodologies and techniques of research
3. To undertake field action projects in Social Work and allied fields, and to carry out the Institute's social responsibility programmes
4. To maintain diversity among students and faculty for nurturing cultural exchange and national integration
5. To organise lectures, seminars and workshops, and publish books and papers to enrich knowledge base and disseminate current academic information and messages
6. To collaborate with similar organizations and like-minded professionals for academic excellence and professional growth
7. To take regular feedback from students and stakeholders to maintain quality of teaching and learning
8. To maintain a green and sustainable environment on the campus, and advocate for UN Decade for Biodiversity in western Maharashtra

The Vision, Mission and Objectives of the college are communicated through Prospectus, institution website, brochure, annual calendar and fieldwork diaries. During admission enquiry, personal counselling is given to students and parents. Freshers are introduced to the vision, mission and objectives of the college at the induction programme. A common meeting of students is held every year to update them about all activities and to align them with the Institute's vision and mission.

An orientation programme is held for parents and all those who come to the campus at the time of admission. Details of the college are displayed on electronic screens on the campus for them. A documentary on the college is also shown. At parent-teacher meetings, the mission, vision and goals of the college are explained through PowerPoint presentation. The vision and mission are displayed at the college entrance .

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

YCSSLW is government aided institution where faculty is recruited as per the UGC guidelines and the student admission is also strictly followed on merit and in adherence with reservation policy of Government.

The administration of YCSSLW is highly transparent and UG/PG admission invariably follows government rules and every decision making is under the purview of RTI Act. Democratic and participatory governance ensures cordial relationships among the stakeholders and a healthy work culture on the campus. Management works expediently to resolve crises if any to take the institution on the path of progress.

A passion for innovation and improvement inspires all parents and stakeholders equally enabling the institution to develop.

Evaluation system in YCSSLW keeps high standards of integrity and the examination procedure is followed by valuation of all answer scripts and timely result declaration through the university and for first year through institution.

The library of institution is one of the resourceful library in Satara, having around 10 thousand books with a strength of 65 journals and magazines.

The achievements of the institution in sports and cultural events are supported by the management in all aspects. The institution has good space and well defined and furnished open theatre which makes it easier for it to conduct its annual sports and other activities there.

YCSSLW has an eminent and high profile alumni occupying top positions in Government sector, politics area and NGO sector. The Alumni Association shares its vision and partnership in its academic, co-curricular and social work initiatives. Strong Students' Union along with alumni organizes cultural and other co-curricular activities and ensures peace and stability on the campus.

YCSSLW has the policy of inclusiveness and Diversity. Students and staff come from all communities and areas that are socially, economically or culturally diverse. Few staff and students come from out of the state also.

Computer proficient office staff is efficient and quick in response. All the members are well trained and have student and staff friendly approach.

Sufficient infrastructure facilities are available for the students

Extension projects of the institute enable the students to get experiential learning and employment opportunity

### **Institutional Weakness**

Though the institute imparts high quality learning in the social work field, it is lacking in advanced programmes that facilitate inter-disciplinary and trans-disciplinary learning and research at the highest level such as post graduate programme.

Recruitment of staff are pending due to lack of government approval. This affects the smooth execution of academic activities. Less than the required number of substantive teaching posts prompts the institution to appoint Part-time and Guest faculty, leading to instability in the academic atmosphere. Prolonged engagement with the state govt over fixation of posts and promotion of teaching and non-teaching staff leads to an

extravagance of energy and deviation of focus which can otherwise be harnessed for positive creations.

Although the institute caters to the special needs of the differently able, occasionally, it finds it difficult to install advanced infrastructural and smart facilities of international standards owing to the shortage of funds.

Not being a residential campus is one of the weaknesses of the college. This is due to the limitations imposed by the financial resources. Considering the enormous academic resources available in the college, it would have been an advantage for the residential students to use these facilities without the constraints of time.

Financial limitations restrict the institute from designing a new programme providing global exposure to students like student exchange programmes.

A Green Audit was conducted and total carbon footprints in the institute were estimated. Although the college installed lamps to LED tubes, its campus is not carbon neutral. More energy efficiency projects are needed for making the college carbon negative.

Limited resources to enhance the digital technology in teaching learning process

College being affiliated to Shivaji University Kolhapur college has to follow the guidelines of university in curriculum design and development.

Geographical location of Institute makes accessing uninterrupted internet connectivity difficult.

The approach lane leading to the institution has usually sewage water and is an eyesore; its unhygienic condition is not at all a healthy environment for students and staff and despite the best efforts of the institution this problem could not be resolved till date.

### **Institutional Opportunity**

YCSSW is blessed with several unique strengths. The institution is well connected by road, and rail. The easy accessibility attracts students with academic aptitude. The lush green location and management has contributed to the inclusiveness and diversity of the college. Eminent personalities find it easy to visit the college and interact with the staff and students frequently.

Government Funded YCSSW is the only postgraduate institute in the district. The continuous guidance of Management and Government support has made the institution stronger and more credible. All stakeholders including students feel enriched and enlightened for being the part of institution.

YCSSW is in close association with government departments, Deemed universities and some of the leading research institutions. This has extended opportunities for undertaking research in collaboration with these academic institutions.

Since IGNOU Centre was introduced on 5th Sept 2018, it is attracting students and generally doing well. Following this example the institution is planning to introduce few skills oriented courses on its own that will empower students in job market.

Availability of land for future infrastructural development of the institution is the most important opportunity

YCSSW has. In YCSSW, students and faculty, belong to a cross section of the Maharashtrian society having representation from almost all districts of the State. Although located near the city, majority of students are from rural areas and other parts of the state. So making this institute a residential institution is the need of an hour. This will help for the overall development of the students.

The staff members with their various connections hold the potential to provide many opportunities for academic and other collaborations and partnerships from which the institution stands to gain academically and otherwise. Since it is in a good location with several colleges in the vicinity the institution has the option of reaching out to these for convenient academic collaboration such as Lead college programmes and Inter-College Students' Seminars, along with other activities.

Being the only institute situated in the district place, we have an advantage of attracting students. In last 5 years both the demographic and academic profiles of students have improved.

### **Institutional Challenge**

Due to the non-availability of financial assistance for starting new programmes, the institution is unable to reap the benefits of the academic expansion.

Lack of adequate government funding through its academic institutions is adversely affecting the attempts to continuously raise research quality to national and international levels. If enough funds are not provided quality research will be hampered. Earlier, funds for research were allotted but now there is rigidity in sanctioning funds.

Another challenge before the institution is the poor socio-economic status of many of its students who find it difficult to complete the course because of financial constraints. The Institute addresses this challenge through several scholarships that it provides through the support of its faculty, alumni and few donors along with various government and university scholarships/free ships.

Financial constraints come in the way of development as catering to a middle-class pool of students the income of the college by means of fees is also very low.

The staff pattern of teacher-student ratio remains the same as before. But the current staff strength in the institute is not adequate for the smooth conduct for additional functions.

First generation learners often hailing from impoverished backgrounds find it difficult to cope with the syllabus as it is taught in English. Hence the institution does its utmost for these students by arranging remedial classes so that they achieve the basic academic standards required in the job market.

Girls students of the institute who have completed MSW programme find it difficult to get a placement matching their qualification as markets are not generating women intensive jobs.

Getting funds for library, infrastructure development and innovative practices is a challenge for the institute

Covid pandemic and climate change and its effect on the society has kept limitation on the development of the

institute. In the midst of all these problems implementation of the guidelines of National educational policy is a challenge.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

As YCSSW is the only college under Shivaji University offering BSW and MSW courses, the Institute plays a key role in Social Work curriculum design and development. YCSSW faculty members are actively involved in framing the syllabus at the University level.

Syllabus revision workshops are organized on the campus, for which field experts from the industry/NGOs/hospitals/rehabilitation centres, besides subject experts from University/reputed colleges are invited. Based on their recommendations, a draft of the revised syllabus of CBCS of BSW and MSW is prepared and sent to the University and the same is approved by the University and implemented in the academic year 2019-20 onwards. Three of our faculty were members of the syllabus framing committee. The brain storming sessions with faculty, alumni and students conducted and tried to accommodate the changes in the syllabus as per market needs to enhance the employability skills of the students. In addition to that Computer literacy is provided to all students and formal certificate courses have been introduced from 2020-21 academic year onwards. Skill enhancement training of one month for freshers conducted regularly and have been implemented as certificate course from 2021-22 academic year onwards. BOS chairman one of the members of BOS of social work at university is from our college. An internal BOS is functioning to coordinate curriculum design and development at the institute to maintain quality and to incorporate certificate and diploma courses.

Each faculty is given freedom to identify the top is out of the syllabus but required to be incorporated and these new topics are dealt by experts from the field. The syllabus of Certificate courses namely NGO Management, research methodology, positive psychology and diploma in counselling have been made ready and being sent to university for approval. A four week modular course in Information, education, and communication in cancer prevention and control and three weeks special course in Tobacco control and tobacco cessation with behavioural therapy in collaboration Tata Memorial Hospital, Mumbai will commence in 2022. These two courses are a part of our Cancer Awareness Networking Centre which enable the students to gain knowledge in this field.

### Teaching-learning and Evaluation

At YCSSW, academic life is rigorous and the course structure is designed to lay a firm conceptual foundation. The Institute believes each student is a prospective change maker. Through carefully crafted interaction and activities inside and outside the classroom, the Institute helps students discover their innate capabilities.

Classroom learning is complemented by mandatory fieldwork of 15 hours a week, 10-day rural camp, 10-day study tour, month-long Block Placement Training (BPT), month-long Summer Placement Training (SPT), Skill-

Enhancement Training (SET), Intervention Research, school Social Work, conference, workshop, seminar, Capacity Improvement Programme (CIP) and guest lectures by field experts. During the pandemic period experiential learning was badly affected. But senior students have been placed with hospitals and NGOs. Junior students carried these activities in the vicinity of their residential areas. Virtual orientation of national level organisations was held to compensate the loss.

Students' performances are regularly monitored. They are mentored by respective class teacher and parent teacher, who acts as the student's parent on campus. Students' academic performance is evaluated through class assignments, home assignments, seminars, viva voce and debates. The CIP, BPT, SPT and SET are aimed at helping students gain field experience and acquire skills needed for Social Work practice. Students' field events are objectively evaluated regularly and used for their continuous improvement.

Fieldwork is evaluated continuously with external experts and internal faculty, after which they give feedback to students for improvement.

Slow learners are given special attention and advanced learners are given training to better themselves. Special coaching is given to SC/ST/OBC/VJNT students for competitive examinations.

The Institute takes feedback from students and other stakeholders to continuously upgrade academic and co-curricular activities.

YCSSW has a participatory learning approach where students are given the opportunity to clear doubts and practice a 'learning together' approach by bringing in innovation in learning and teaching.

Alumni of the institute conducted motivation and guidance lectures for MSW and BSW freshers at the beginning of the academic year. Students in each semester were oriented towards syllabus, evaluation criteria. YCSSW consider evaluation as a learning tool for improvement and progress.

### **Research, Innovations and Extension**

The imparting of quality education at YCSSW is supported by research and development. The college has a Research, Resource and Development Centre (RRDC) which organizes intensive workshops on Research Methodology and encourages faculty to take up field research projects. Social Work research is a neglected area and RRDC concentrates on promoting it. Realizing the importance of research in improving practice and effectiveness of Social Work methods and interventions, RRDC gives thrust to Social Work research.

YCSSW faculty members are involved in research projects of the government and NGOs. Special attention is given to involve in research projects of contemporary relevance to deal with social issues. National workshops on Research Methodology are conducted in collaboration with ICSSR oftenly. A research club of Social Work professionals has been formed to promote Social Work research. Two faculty completed Maharashtra state women commission sponsored research project and one faculty completed ICSSSR sponsored research project. One faculty completed three survey research sponsored by NGO. One Faculty and 12 students were involved in ASER research. Four faculty would be completing their Phd shortly and one faculty awarded Phd in



2021. Faculty members are given training in research, which is sponsored entirely by the Management which benefits to the students also.

Faculty members publish research articles in journals and take up consultancy work. As a part of institutional social responsibility (ISR), the Institute is involved in extension activities in collaboration with other organisations. YCSSW has two family counselling centres sponsored by Central social welfare board at Satara city police station and Karad city police station, VIHHAN centre for the support and care HIV/AIDS patients operated at civil hospital and ONE STOP CENTRE. In addition to that we have a cancer awareness centre. During the Covid period in collaboration with CYDA, UNICEF, ATLAS COPCO, CIPLA Foundation, district administration extensive relief activities carried worth about 5 crore rupees in terms of dry ration kit, strengthening of government hospitals, vaccination awareness, flood relief . Legal awareness programme for women conducted in collaboration with District and Maharashtra legal services authority. 45 students are working as PLV with Satara district legal services authority.

### **Infrastructure and Learning Resources**

The 14-acre green campus has adequate infrastructure for effective implementation of the curriculum. It has seven smart classrooms, a seminar hall, a computer lab, reading room, a research centre, five lawns for open-air classrooms, playground, multi-purpose meeting room, modern guest house for resource persons and other necessary facilities. Institute has a girls hostel in the campus and the institute has network with local PG accommodation for boys, Government hostel accommodation is availed by the students free of cost. .

In keeping with the Management's policy and to the maximum extent possible, the infrastructure has been made eco-friendly. The main building is constructed keeping in mind the Buddhist culture to suit the surrounding biodiversity. Natural ventilation and lighting have been ensured to provide a refreshing and peaceful learning environment. As the region is earthquake prone, the building is made to withstand tremors. The library stocked with quality books offers a rich learning resource for faculty and students. The computer lab with N-computing and Wi-Fi allows students to connect with knowledge centres around the world. It has 40 desktops. Faculty is provided with laptops and desktops for teaching. Library is partially automated. The central lawn has a capacity to accommodate 800 people. The Institute has a video library where learners can avail Social Work related videos. In the evening, music is played on the campus to create a soothing environment.

The lawn in the vicinity have been used by the students for discussion, small meetings and get togethers. Programmes also can be conducted in various places in the campus. The green campus is full of variety of trees and can be termed as a biodiversity campus. Non Teaching staff take care of the campus and preserve the environment eco-friendly. The environment policy take care of the maintenance of the campus in a environment friendly manner and students learn the lessons of environment conservation. The green audit of the campus is conducted by the faculty and students so that they are the participants in the conservations of environment.

Annual maintenance of the infrastructure is done every year before May 9th by outside agencies.

### **Student Support and Progression**

As the Institute is committed to serve the educational needs of students from rural areas and poor socio-economic backgrounds, counselling sessions are conducted for parents and students right from the enquiry stage to help them understand the relevance and scope of the course. Special training sessions on the entrance exam are conducted for SC/ST/DTNT/OBC students. Parents are invited along with students at the time of admission interview. After admission, all necessary details about the course, the Institute's educational policy, scholarships, free ships, programmes, course activities, job prospects, avenues for further studies and other details are explained to students and parents. As per Institute's policy, students are called only by their first names to help them learn in an environment that fosters equality. Special sessions were conducted by office for helping in filling various scholarship. A welfare officer is appointed by the management to look after the welfare issues of the students.

Faculty members and external sponsors raise funds to support needy students. The faculty take special efforts to help slow learners. All these steps help minimize student dropout. Alumni also sponsored a few scholarships for students. Last two years VSM, an NGO sponsored six students.

The Institute provides career guidance and counselling to help students plan their future. Some students go on to pursue M. Phil or PhD, and clear MPSC, UPSC and other competitive examinations. Many of our students are involved in social entrepreneurship.

The course is structured to ensure student participation in extension activities. During the Covid period 80 students volunteered for administering covid relief work. Sessions by Dr. Prap Gole of Meenakshi hospital on tips on prevention of covid infection arranged parents and students. Regular health camps is conducted for students to identify health issues in collaboration with CIVIL hospital, satara, Emphasis is given to English communication and personality development to boost their employability and confidence. Faculty and management intervene in any unforeseen incident related to students and their family members unconditionally and is the family culture of the institute. The open door policy of the institute allows the students to share their welfare needs .

### **Governance, Leadership and Management**

The leadership, governance and Management of the institution are closely monitored by the College development Committee (LMC) and IQAC. Participatory management is practised. The open-door policy allows faculty, students and parents to interact with each other. This interaction is the strength of the Institute. All decisions are taken based on consensus. The administration is transparent and flexible enough to accommodate changes, if needed.

The administrative staff help students in procedural matters. Modification in leadership approach and administrative practices are done on a regular basis to meet needs of students and the Social Work profession. All these are done within the policy framework of the government, UGC and University regulations.

The experienced college development committee gives guidelines in areas of governance, leadership and management. They mentor the team and motivate them to achieve excellence in imparting quality education through best practices.

A transformative leadership strategy is followed in the institute. Continuous mentoring to career advancement as per the special ability of the employees is the key feature of the administrative style. Similarly, job rotation by changing subjects as well as various responsibilities have been done to promote enthusiasm and development of skills. Employees have been given freedom to bring innovative and experiment things to achieve excellence. Institute firmly believe that change is the only constant thing in this world. Failures are treated as opportunity for learning.

All support is provided to faculty to upgrade their knowledge. The Institute takes efforts to get funds from the UGC, University, ICSSR, Zilla Parishad and other sources for overall development of the Institute.

### **Institutional Values and Best Practices**

YCSSLW is known for innovation and best practices that directly or indirectly benefit students, the community and the Social Work profession. Among the Institute's best practices are intervention-focused research centre, social empowerment activities, preservation of biodiversity, observation of UN decade of biodiversity, parent teacher (Balak-Palak) concept, the policy of addressing students by their first names, value education, enrichment programme for parents, no-vehicle day, daily prayer and Preamble recitation, daily recitation of Jagar (movement-based songs), Manthan (an activity where students' views are sought on issues through the drop-box system and responded to, if needed with help of external experts), celebration of the Kerala festival of Onam, birthday celebration, class decoration by students, wall-paper presentation every fortnight and Jano Apne Sanvidhan Ko (Know Your Constitution) are some of the innovative practices.

Recent innovation is development of volunteerism to respond to Covid and flood relief among the faculty and students. Another innovation was the developing network to develop support mechanism at the time of need. It worked very well and we have tie up with all government department like district administration, police department, zilla parishad, women and child development department, district rural development department, forest department, skill development department. The collaboration extended to NGOS, hospitals and industries. For effective work networking is important to pool out various resources. Another golden innovation is the development of entrepreneurship development for Covid widows in Satara district for the welfare of women and their family. All these innovative practice gives hand on experience to our students and enhancement of their employability. Taking in account of the issues of women legal awareness programme have been conducted in collaboration with District legal services authority. Gender equality and inclusiveness is the part and parcel of YCSSLW culture. All these practices have been recognised by different government and nongovernment agencies.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	YASHWANTRAO CHAVAN SCHOOL OF SOCIAL WORK
Address	YASHWANTRAO CHAVAN SCHOOL OF SOCIAL WORK JAKATWADI, SATARA
City	Satara
State	Maharashtra
Pin	415002
Website	<a href="http://www.ycssw.edu.in">www.ycssw.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Shaly Joseph	02162-295340	8975214074	02162-252321	ycj235.cl@unishivaji.ac.in
IQAC / CIQA coordinator	Jeevan Borate	02162-250556	8484066978	02162-284057	jeevanborate@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	05-09-1994

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Maharashtra	Shivaji University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	01-02-2011	<a href="#">View Document</a>
12B of UGC	01-02-2011	<a href="#">View Document</a>

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

**Details of autonomy**

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	YASHWANTRAO CHAVAN SCHOOL OF SOCIAL WORK JAKATWADI, SATARA	Rural	14	1965

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSW,Social Work	36	two year post matric	English	50	49
PG	MSW,Social Work	24	Graduation	English	60	59

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				15			
Recruited	0	0	0	0	0	2	0	2	5	3	0	8
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	5				0				0			
Recruited	1	3	0	4	0	0	0	0	0	0	0	0
Yet to Recruit	1				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				14
Recruited	9	2	0	11
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	1	2	0	3
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	2	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	3	0	6

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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	1	3	0	4

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	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	1	0	0	1

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		15	8	0

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
<b>UG</b>	Male	93	1	0	0	94
	Female	45	0	0	0	45
	Others	0	0	0	0	0
<b>PG</b>	Male	66	0	0	0	66
	Female	53	1	0	0	54
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	17	20	16	10
	Female	7	12	9	12
	Others	0	0	0	0
ST	Male	2	4	6	6
	Female	0	3	3	9
	Others	0	0	0	0
OBC	Male	33	24	26	26
	Female	13	11	13	17
	Others	0	0	0	0
General	Male	27	29	26	17
	Female	13	11	17	18
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>112</b>	<b>114</b>	<b>116</b>	<b>115</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	At present ours is a single faculty college offering UG and PG in social work programme. Institute see NEP as an opportunity introduce multidisciplinary/interdisciplinary programme and institute has the potential to do so.
2. Academic bank of credits (ABC):	As we are affiliated to Shivaji University Kolhapur University issue degrees to students
3. Skill development:	Skill development programme from the beginning of our institute provide to the students in addition to the university syllabus, and recently we formalized it as certificate courses in Computer application and Skill enhancement training to all students.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Institute has made module for a few online courses and will commence shortly.
5. Focus on Outcome based education (OBE):	All courses taught at UG and PG are outcome oriented and experiential learning is focused by learning by doing. We have developed number of linkages at local, state and national level.
6. Distance education/online education:	Institute is prepared to introduce online education in the priority areas and we are in a position to update the existing technology based platform.

NAAC

## Extended Profile

### 1 Program

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
120	120	92	92	92
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
266	265	274	276	262
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
149	148	148	148	148

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
112	115	109	106	101

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	14	14	14	14

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

#### Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	15	15	15

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 8**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.98	7.8	13.8	9.7	21.7

**4.3**

**Number of Computers**

**Response: 40**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

###### Response:

The college has adequate infrastructure to effectively implement the curriculum. The teaching methodologies and facilities are in tune with the needs of the Social Work profession. The distinguished faculty and dedicated support staff work in tandem to achieve goals. The teaching plan, timetable and work load and other procedures prepared well in advance of academic session. Teachers update their knowledge by discussion with experts and by participating in faculty development programmes. Senior faculty also take effort to mentor junior faculty and temporary faculty. There is a robust feedback system for continuous improvement. During pandemic faculty have taken extra effort for effective curriculum delivery. The institute made teaching plan and started online teaching well before the university schedule in the midst of lock down and an unpredictable situation. Time table have been made and ensured all components of curriculum including value education, NET/SET, MPSC/UPSC training have included in the time table. Virtual orientation visits of esteemed organisations were arranged. Wherever possible physical field assignments were given at location of the students to have hands on experience of social work practice taking in to account the Covid protocol. PPT and Videos of online classes were provided in the google class room and in WhatsApp group to compensate if any students were not able to attend the classes due to poor internet connectivity. Class assignments and seminars conducted online. Those who have problems of connectivity were given extended time and days to complete the assignments and seminars. On line evaluation of the fieldwork conducted with prior intimation. Staff council meetings were conducted time to time to discuss about the effective curriculum delivery. Effort is taken by faculty to complete the full syllabus well in time. Extra sessions were conducted for students to orient them about the current updates about social work profession.

##### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

###### Response:

Institute adhered to maximum extent the academic calendar. But during pandemic it was flexible also. Pre planned activities as per the circumstances completed successfully. Academic calendar includes the conduct of Continuous Internal Evaluation (CIE), seminars, celebration of important days and extracurricular activities. The institute has developed a structured and documented process for implementing the curriculum. Before the commencement of the semester, the faculty members prepare an academic calendar based on the university calendar. Faculty in charge prepares the class timetable, and course plan for the semester. Concerned faculty discuss with the students, reviewed the semester completed, and discusses with them about the next semester plan and activities. They incorporate the suggestions and prepare the course plan and distributed to the students. Faculty members as per the COs of their courses, and prepared their lecture materials. The syllabus is enriched by adding contents beyond



syllabus, by guest lectures and made the students to participate in the webinar conducted by esteemed organisation. Faculty members also prepared assignments and question bank of their courses. Relevant e-resources were made available and challenging assignments were given for advanced learners. IQAC periodically monitored the coverage of syllabus, quality of question papers and assignments and given feedback to the faculty for quality inputs to the students. Teachers prepare plan for CIE and circulate among the students well in advance.

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

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

**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 100

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

Response: 2

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 13

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	2	2	2

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>

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

**Response:** 80

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

2020-21	2019-20	2018-19	2017-18	2016-17
266	0	274	276	262

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>

**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:**

At MSW level , syllabus covers population trends and gender studies, social work with marginalised and minority community, health and nutrition, Ecology and development, society empowerment project.

At BSW level syllabus covers life skill and value education, Human right and social justice, entrepreneurship development, environment, yoga and meditation, population trends and gender studies.

In addition to that value education sessions have been conducted on a regular basis for all students. All students are given opportunity to get involve in relief work in response to COVID, flood etc.

Outgoing students take pledge to inculcate and practice professional Ethics in their career.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>

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

**Response:** 13.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	14	14	14

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>

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

**Response:** 68.05

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

Response: 181

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni**

**Response:** A. All of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 99.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	113	115	109	111

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

2020-21	2019-20	2018-19	2017-18	2016-17
110	110	110	110	110

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

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

**Response:** 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
149	148	148	148	148

#### File Description

Average percentage of seats filled against seats reserved

#### Document

[View Document](#)

## 2.2 Catering to Student Diversity

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

#### Response:

Faculty assess the knowledge and skills before commencement of the programme:

1. Feedback from admission counselor
2. Outcome of group discussion, interview during entrance exam
3. Faculty members interact with students at the induction programme, ask them about their expectations, and tell them about teaching-learning facilities on the campus.
4. Interaction with parents during admission process to understand needs of students

The Institute believes imparting education is a collaborative work involving students, faculty and parents. Therefore, parents' presence at the time of the entrance is compulsory. Faculty observe students' behavior, attitude and knowledge during orientation visits to GOs, NGOs and industries and groom them to suit the Social Work profession. The rural camp coordinator identifies the strengths and weaknesses of students and accordingly plans skill-development programmes for them after discussion in the Staff Council. Individual counseling is provided to students in need. Faculty identify special needs of students during the parents' meeting and try to address them. Student needs are assessed during regular meetings of the Student Council. The speech by the Honorable Padmashree Laxman Mane during the fresher welcome programme aims to inspire students to work hard and complete the course.

knowledge and skills before commencement of the programme from Feedback from admission counselor, Outcome of group discussion, interview during entrance exam. Faculty members interact with students at the induction programme, ask them about their expectations, and tell them about teaching-learning facilities on the campus. Faculty observe students' behavior, attitude and knowledge during orientation visits to GOs, NGOs and industries and groom them to suit the Social Work profession. The rural camp coordinator identifies the strengths and weaknesses of students and accordingly plans skill-development programmes for them after discussion in the Staff Council. The speech by the Honorable Padmashree Laxman Mane during the fresher welcome programme aims to inspire students to work hard and complete the course. **Welcome Programme** It is arranged by senior students, faculty members and the Management to familiarize students with the Institute's vision, mission and activities.. Parents of freshers are invited for the programme as the Institute believes imparting education is a joint effort involving parents, teachers and students. Parents are sensitized about their role in the development of their children.

**Induction programme** familiarising students with the college infrastructure, Introducing students to teaching and non-teaching staff. Orientation to components of the course curriculum. Faculty assess the learning levels of the students. Advanced learners have been assigned challenging assignments in the field. Slow learners were also given with tips to improve their learning and additional counselling and sessions were arranged for them. Study groups were created by class teachers to help out the students under the leadership of advanced learners. Majority of the students belonging to the downtrodden sections of the society and they have to be groomed properly. Faculty take hard effort for their personality grooming including communication and leadership. Counselling is provided to students for their personal problem as well as career related issues. Special motivation lectures have been arranged and Alumni is involved in this. Maximum effort is taken for the overall development of the students.

**2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)****Response:** 18:1**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

After assessing job market needs, faculty make a list of extra topics to be covered through guest lectures, workshops and training sessions. Students are encouraged to participate in these activities. CIPs are arranged every month for all students on topics of contemporary importance, with focus on issues such as violence, gender and national integration. The contribution of social reformers is also discussed. Nationally known activists are invited to interact with students on burning issues, and motivate and sensitise them. Guided by faculty, students hold rallies on important occasions and days to create awareness in society. Students are trained in social action and they participate in social action movements organized by eminent NGOs and activists. The Institute gives teachers freedom and support to use innovative methods to make teaching-learning more student-centric and to encourage interactive, collaborative and independent learning among students. Following methods of teaching is adopted by faculty.

1. Participative teaching-learning
2. Group discussions, brainstorming, case studies, role-plays and games
3. Peer evaluation
4. Discussion on movie clippings
5. Encouraging students to bring innovative ideas to organizations where they are placed for field work
6. Class presentations by students on field assignments
7. Students encouraged to take up mini research
8. Students coordinating academic, non-academic events guided by faculty
9. Interactive exposure visits for students to organizations
10. Student participation in social events
11. LCD, smart board and Wi-Fi-equipped classrooms
12. Full-fledged computer lab for students
13. Keeping library open for students after regular hours
14. Exposing students to interactive sessions with experienced guest faculty, social activists, alumni

Faculty have taken sessions in a participative manner. Group discussion and case studies are the regular features. The theory taught in the class were practiced during the fieldwork, Virtual orientation visits to the esteemed organisation throughout India helped the students to understand the application of social work knowledge in the development sector as well as practice of social work methods. Online conferences were conducted by the faculty to share the experience of the students in the field and clarify their queries. Alumni of the institute interact with the students to share their experiences in the field and helped the students to understand theory and practice. During the pandemic period students also witnessed the issues of the people and how social work professionals intervene in to it. The students actively participate in the relief work.

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

ICT enabled tools for effective teaching ;leranong process is provided for teachers.Following facilities are available in the cpoollege for teachers and students.

- 1.LCD projectors, screens in all classrooms
- 2.Laptops, projectors for faculty
- 3.Free internet for staff, students
4. Wi-Fi internet in staffrooms, library, seminar hall
5. Video-library for students
- 6.Printer for faculty for academic use
- 7.E-learning through social media used for knowledge-sharing and discussion.All teachers have been given training in computer basics. Students use online platforms to inform faculty about field activities for immediate evaluation, feedback and appraisal. Alumni and employers use online methods to stay in touch with the Institute. Significantly, technology helps conduct paperless work to protect the environment.Online teaching platform were used by the faculty in major part of the academic year. PPTs and Videos , google class room, google forms were effectively used by all faculty.Teachers use ICT in their routine task lesson plan development, presentation. Faculty adapted to the usage of ICT during covid period and have taken effort to learn through online workshops conducted by eminent institutes.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

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

**Response:** 27:1

**2.3.3.1 Number of mentors**

**Response:** 10



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

## 2.4 Teacher Profile and Quality

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

Response: 94.67

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

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

Response: 22.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	3	3	3

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

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

**Response:** 13.47

#### 2.4.3.1 Total experience of full-time teachers

Response: 202

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

**Response:**

The evaluation criteria and process are discussed in the Staff Council and Student Council in the beginning of the academic year. This helps students take an informed approach to the evaluation process and perform well. The process is discussed in the parents' meeting so that parents can ensure their wards do well. Internal assessment is transparent and robust. The internal assessment criteria were discussed with the students in the beginning of the academic year as well as the beginning of each semester. Orientation were given by each faculty regarding the evaluation process. Students were given chance to improve their performance by giving chance to repeat the exams and seminar presentation in case of any genuine issues like health issues, internet connectivity or difficulty in understanding any topic. Marks were revealed to the students and discussed about if they have any concern or dissatisfaction about the marks obtained. In a case of very poor performance consultation were held with the parents to help out the students to improve the performance. Good performers were publically recognised for their achievements to motivate them further. Overall teachers see to that each and every students get momentum in their academic performance and pass out with good grade and appropriate knowledge, skills

and attitude to be professional social worker in due course of time.

Apart from University evaluation, the Institute has introduced the following evaluation reforms:

**Centralized Assessment Programme (CAP):** Institute's Examination Department conducts CAP, through which University exam paper setting and assessment take place under a centralized system

**Fieldwork evaluation:** Continuous fieldwork assessment is done by faculty and agency supervisor. Internal assessment is conducted at the end of semester in which students make seminar presentations of their fieldwork activities. It helps objectively evaluate student performance and find ways to improve fieldwork. Fieldwork agencies give their feedback in a prescribed form.

**Internal assessment:** Institute evaluates students' research work, rural camp and fieldwork performance at regular intervals through conferences. Knowledge gained by students through skill-enhancement programmes is assessed internally through quiz, debates and group discussion

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

#### **Response:**

Soon after the announcement of marks of internal evaluation within three days students can approach the concerned teacher or grievance redressal committee. Teachers discuss about their performance about different components to understand the area where they have to make improvement. Evaluation is considered as a mechanism for improvement and continuous learning. Self-evaluation is also a component in internal evaluation. Alumni and practitioners are involved in conducting internal viva voce and at the end of the viva voce common meeting is conducted for giving valuable feedback to the students for further improvements.

## **2.6 Student Performance and Learning Outcomes**

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

#### **Response:**

Programme and course outcome were discussed with the students and teachers and being displayed in the website. Learning outcome is an integral part of the vision and mission of the institute. The skill requirement and learning outcome have been shared with the parents during the interview, welcome ceremony, and periodical parents meetings. Students have been oriented during induction, and during class room discussion. Teachers are encouraged to update about the latest knowledge and teaching practices to enrich the teaching learning process. faculty also shared the new learning with fellow faculty.

#### Professional Skill development

Project management skills, professional attitude, knowledge seeker, passion, field experience, creativity and innovation, communication skills, people skills, problem-solving skills, documentation skills, confidentiality, understanding of human rights and social justice, PRA/PLA, analytical skills, legal awareness, resource mobilization abilities, networking, assessment skills, knowledge of research, hard work, research skills, scientific temper, counselling skills, team work, leadership, commitment, resourcefulness, entrepreneurship, writing skills, oratory skills

#### Personal skills:

Empathy, civic sense, self-esteem, non-judgemental attitude, adaptability, patience, self-awareness, knowledge of social movements, life skills,

initiative, ICT

#### Social Skills:

Secular thinking, gender sensitivity, environment consciousness, tolerance, social responsibility

Students are groomed in the above mentioned qualities through curricular, extracurricular, and co-curricular activities. Continuous quality assessment of students is done by class teacher, parent teacher, external experts.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>

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

#### Response:

Throughout the year performance of each student is evaluated on the basis of programme and course outcome. It is done through class assignments, seminars, home assignments, field assignments, field work viva voce, organisation of events and programmes, university examination. Field work supervisors and Alumni are also involved in the evaluation process. Evaluation is done positively in a manner to achieve the course outcome. Challenging assignments help them to identify their potential and helps in self-evaluation. University level evaluation is 60% and institute level evaluation is 40%.

1. **Continuous assessment and end-semester assessment:** As per University guidelines, 40 per cent marks is for internals (seminars, home and class assignments, attendance) and 60 per cent for semester exam for theory papers. Internal marks are verified and authenticated by the class teacher, faculty, students and exam coordinator.
2. **Viva voce**
3. **Fieldwork assessment**
4. **Dissertation assessment:** Done internally by internal supervisor (70 per cent marks) and externally by University-appointed expert through viva voce (30 per cent marks)

Apart from University evaluation, the Institute has introduced the following evaluation reforms:

1. **Centralized Assessment Programme (CAP):** Institute's Examination Department conducts CAP, through which University exam paper setting and assessment take place under a centralized system
  
1. **Fieldwork evaluation:** Continuous fieldwork assessment is done by faculty and agency supervisor. Internal assessment is conducted at the end of semester in which students make seminar presentations of their fieldwork activities. It helps objectively evaluate student performance and find ways to improve fieldwork. Fieldwork agencies give their feedback in a prescribed form.

**Internal assessment:** Institute evaluates students' research work, rural camp and fieldwork performance at regular intervals through conferences. Knowledge gained by students through skill-enhancement programmes is assessed internally through quiz, debates and group discussions.

**2.6.3 Average pass percentage of Students during last five years****Response:** 97.69**2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
97	99	95	62	94

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

2020-21	2019-20	2018-19	2017-18	2016-17
103	100	97	63	95

**File Description****Document**

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

[View Document](#)

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:****File Description****Document**

Upload database of all currently enrolled students (Data Template)

[View Document](#)

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 31.28

**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)**

2020-21	2019-20	2018-19	2017-18	2016-17
26.4	1	2	1.4	.48

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

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

**Response:** 13.33

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

**Response:** 2

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

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

**Response:** 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

### 3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

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

#### Response:

We have a well maintained ecosystem for innovation where in university, government, faculty, management, NGOs, Industries, students, parents , local community and alumni involved. The BOS at the university helped the institute to update the syllabus as per market demand and two of our faculty namely Dr. Vijay Mane, Chairman, BOS and Dr. Shaly Joseph and Dr. Pankaj Kumar Das as member involved in the BOS. NGOs , industries and hospitals enrich the students with current practices in social work. Since social work is learned by doing all these stake holders support and cooperate each other in identifying areas of need and social work interventions. Support in terms of resources, networking and identifying areas of intervention. For instance, during the Pandemic period students and faculty in collaboration with various industries, NGOs and Government departments provided ration kits to 7500 families, renovated infrastructure of Civil hospital, PHCs, flood relief to affected families, vaccination awareness, entrepreneurship assistance to women, legal awareness to women. District administration, District Legal services Authority, UNICEF and many industries and NGOs sponsored the activities worth 4.4 crore. Students gained hands on experience about the real situation in the field. Parents meeting and agency supervisors meeting gives valuable inputs to improve the teaching learning process. Valuable feedback of the employers helps the institute to concentrate on the skill development of the students. Faculty and students have freedom to innovate on social work practices to deal and enable the society confront with the contemporary issues .

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

**Rights (IPR) and entrepreneurship during the last five years****Response: 7****3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	1	1	1

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>

**3.3 Research Publications and Awards****3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years****Response: 2****3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 4

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

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
URL to the research page on HEI website	<a href="#">View Document</a>

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response: 0.56****3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**



2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	8	0

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

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

Response: 0.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	2	0	1

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>

## 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:

Large number of extension activities were carried out by the institute in the midst of Covid 19. Institute has two family counselling centre sponsored by central social welfare board where in nearly 300 families were counselled. VIHMAN support and care centre for HIV/AIDS affected run at the civil hospital served 2000 patients and their family. Students and faculty were involved in women empowerment, organic farming, environment protection, mental health, entrepreneurship related programmes in different villages in Satara district. In collaboration with District Legal Services Authority conducted legal awareness programme for women in the villages. Also conducted legal awareness to 750 surpanch from Satara District in collaboration with DLS and sarpanch Parizhad Mumbai and 800 Anganwadi Sevika of Satara Taluka in collaboration with DLS. in collaboration with UNICEF , CYDA, EUREKA Forbes, distributed flood relief material to flood affected . villages in Patan, Wai, Mahableshwar , Jaoli Taluka. In Collaboration with Nirman Jansahas, Datwyler, Atlas Copco, UPS Foundation, Save the children, Mutha group of industries,

and Karuna trust Deutschland. Recently ONE STOP CENTRE is sanctioned to the institute. During the peak time of COVID , in collaboration with IAHV we have distributed material worth 1.48 lakh to PHC at PAIKA in Kottayam District, Kerala. In collaboration with SEWA Internatioanal we distributed Hygiene kit to 16 grampanchayat and 52 asahworkers in Satara district.

**Intervention Done by Yashwantrao Chavan School of Social Work, Jakatwadi, Satara during Covid Pandemic since April 2020 & for Landslide affected people: (Total Amount Raised 4,96,27,490.00 Rs.)**

- Distributed dry ration kits to around 7500 plus families from Wai, Jaoli, Mahabaleshwar & Satara Tahsil. Sponsored by Tech Mahindra Foundation, Pune, Karuna Trust, UK, Jansahas, Madhya Pradesh, Save The Children, Mumbai, Persistent Foundation, Pune, Atlas Copco, Pune, Cipla Foundation, Pune, Datwyler Pharma, Shirwal, CYDA, Pune & Nirman, Pune – Total cost around 1,06,62,150.00 Rs.
- Wai Rural Hospital, Wai: 5 ICU semi fowler beds, Testing Lab equipment's, WASH facility & Biomedical Waste Management System. Sponsored by Persistent Foundation, Pune - Total cost around 15,00,000.00 Rs.
- Medha Rural Hospital, Medha: 12 ICU semi fowler beds, 12 Multipara Monitors, Central Monitoring System, 2 Philips Ventilators, 12 Side Tables. Sponsored by Save the Children, Mumbai & Tech Mahindra Foundation, Pune – Total cost around 25,20,340.00 Rs.
- Childrens Covid Care Centre, Bachat Gat Bhavan, Medha: 20 semi fowler beds. Sponsored by Tech Mahindra Foundation, Pune – Total cost around 3,00,000.00 Rs.
- Zilla Parishad Schools, Satara: 16,500 soaps & Toilet Cleaners. Sponsored by UNICEF Total cost around 2,00,000.00 Rs
- Civil Hospital, 15 ICU fowler beds, 15 Multipara Monitors, Central Monitoring System, 2 Ventilators, 1 Mobile X ray machine, 15 Saline Stands. Sponsored by Cipla Foundation,
- project on Entrepreneurship Development Programme: Establishing 75 Businesses – Sponsored by UPS Foundation, Mumbai – Total Cost – 6,80,000.00 Rs.
- Project on Maitri Network for victims of Sexual harassment & Domestic Violence: Sponsored by Jansahas, Madhya Pradesh – Total Cost – 3,00,000.00 Rs.
- Kerala Covid response : Donated Medical Equipment's worth 148000/- in collaboration with IAHV to Paika PHC of Kottayam District

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

**Response:** 11

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	0	1	0	0

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 76

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	7	8	9	7

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
266	265	274	276	262

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

### 3.5 Collaboration

<p><b>3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year</b></p> <p><b>Response: 32</b></p>														
<p><b>3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years</b></p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5</td> <td>8</td> <td>8</td> <td>8</td> </tr> </tbody> </table>					2020-21	2019-20	2018-19	2017-18	2016-17	3	5	8	8	8
2020-21	2019-20	2018-19	2017-18	2016-17										
3	5	8	8	8										
<b>File Description</b>		<b>Document</b>												
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship		<a href="#">View Document</a>												

<p><b>3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years</b></p> <p><b>Response: 27</b></p>														
<p><b>3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years</b></p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>6</td> <td>6</td> <td>4</td> <td>4</td> </tr> </tbody> </table>					2020-21	2019-20	2018-19	2017-18	2016-17	7	6	6	4	4
2020-21	2019-20	2018-19	2017-18	2016-17										
7	6	6	4	4										
<b>File Description</b>		<b>Document</b>												
e-Copies of the MoUs with institution/ industry/corporate houses		<a href="#">View Document</a>												

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

##### Response:

As per the number of students institute has 7 smart class rooms , one seminar hall, and one computer lab. Latrines and rest rooms are available for the students. Faculty has faculty room and principals cabin and office is well equipped with necessary facilities for working. Library is maintained well in a natural environment. In addition to those 6 lawns are available for the students and faculty to provide comfortable environment for teaching and learning process. Canteen facility is also available. But due to pandemic situation students had problem in accessing all these facilities during the lock down period. A meeting room is maintained for staff council meeting as well as consultancy discussion with various stakeholders.

The college has set apart space for special units and common facilities: IQAC room, counselling and career guidance, ladies room, boys' room, canteen, recreation facilities, gymkhana, safe drinking water and amphitheatre. Keeping pace with institutional needs and to achieve planned academic growth, optimum use is made of available infrastructure. The college has the required amenities, including sufficient classrooms, staff rooms, hostel for girls and playground. The Institute upgrades facilities as and when needed.

ICT-enabled new seminar hall is used for departmental seminars and workshops. Seminar hall and conference-cum-meeting hall are used for CIP programmes, conferences, celebrations, alumni meet, and is given to outside agencies for conducting training and conferences. Institute premises are used for conducting meetings of organizations working for uplift of downtrodden communities. Annual General Body meeting of the parent institute is always conducted on YCSSW premises. Programmes of Ashram school are conducted on the Institute campus. The Institute has developed mechanisms for maintenance and utilization of physical facilities and academic support facilities. The Vice-Principal monitors infrastructure maintenance works. Students and staff give suggestions on maintenance and upkeep of classrooms, seminar rooms and faculty rooms. For library, computer, sports and such matters, suggestions are provided by the respective coordinators. All maintenance work is carried out through outside agencies as and when required. Institute has five lawns that can be converted into amphitheatres. A pandal is made on the lawns in the middle of the Institute building and used for conferences and celebrations with audience of more than 200.

1. Library is open to ex-students and research scholars. Students from other colleges can access the library by paying a nominal deposit.
2. The playground and sports equipment are used by all students. The college has one guest room.

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

##### Response:

For conducting cultural activities institute has an open theatre and a lawn with stage. Facilities have been

provided for indoor and outdoor games. Yoga and mediation sessions have been conducted in the seminar hall. For outdoor sports playground is available. Create a Gymkhana Committee comprising faculty and students with achievement in sports and headed by the Principal. Promote sports culture in the Institute after class hours. Appreciate and recognize students with special achievement in sports. Make available sports materials to students. Creation and maintenance of playground and infrastructure necessary for games. Conduct inter-class sports competition annually. We have a Cultural Committee comprising Student Council members and faculty and headed by Principal. Conduct Annual Cultural Event (Umang) on campus for students. Promote indigenous cultural heritage by conducting interclass cultural competition. The gymkhana policy of YCSSW encourages sportsmanship in every student on the campus. The Gymkhana Committee is chaired by the Principal and coordinated by a faculty. It has representation of four sportspersons from BSW and MSW. The committee meets once in a month to discuss sports events and students' participation in them. Through the Gymkhana Committee, indoor and outdoor sports activities are conducted regularly after class hours or during celebration of college festivals like Onam, or college youth festival 'Umang'.

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

**Response:** 100

##### **4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

**Response:** 8

<b>File Description</b>	<b>Document</b>
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>

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

**Response:** 63.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.4	4.98	6.81	8.18	10.34

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

Library is partially automated. The basic information about details of book have been entered in the software made students to have easy access to students by enhanced searching options. The software helps in keeping track of issue and return of books. Online public access catalogue is also in use.

- 1.Orientation on library use given to students
- 2.Librarian, faculty provide personal guidance to students to find relevant content.
- 3.Newspaper clippings and CDs of seminar talks made available
- 4.Books are classified using the Dewy Decimal Classification Scheme, and arranged in well-labelled shelves so as to enable easy retrieval.
- 5.New arrivals are displayed on a rotating rack
- 6.Notifications of government and non-government job openings displayed on library notice board
- 7.Previous years' question papers of competitive exams available
- 8.IT zone
- 9.Catalogue search service is provided.
- 10.News on the Institute published in print media is organized and released as a publication titled 'Media Speaks on YCSSW'.
- 11.The library faculty provides assistance to research scholars and PG students in their dissertation work.

The library preserves posters that are used for display on occasions like World Mental Health Day, International Yoga Day, International Women's

Being a Social Work college, students with special abilities get care and support not only from faculty and staff, but also from the student community and the organization where they do internship. The Institute provides the following facilities to students with special abilities: Ramp, Special attention and assistance if needed to access books/journals

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

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books

**5.Databases****6.Remote access to e-resources****Response:** B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

**4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)****Response:** 1.23**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
.66	.92	.50	3.9	.19

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****Response:** 4.27**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 12

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

**4.3 IT Infrastructure**



#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

##### Response:

IT facilities have been updated timely to full fill the needs of students and faculty. But due to the geographical location internet connectivity issues arise. Office administration is partially automated.

Computer-student ratio: 1:9

Every student has access to computer on a one-to-one basis.

Standalone facility: Available

LAN facility: All computers in the computer labs are interconnected with N-Computing system. All other computers are connected through LAN.

Wi-Fi facility: Wi-Fi with 100mbps is provided for the entire campus. However, Internet connectivity and speed are affected by the geographical location of the Institute.

Licensed software: Quickheal antivirus, Microsoft Windows

Number of nodes/computers with Internet facility, any other: Two

The computer and Internet facilities have been constantly upgraded to meet the changing requirements of the teaching-learning community of the institution. New computers have also been purchased.

1. All-in-one HP personal computer has been provided to each faculty.

1. Lenovo G570 laptop has been provided to faculty for conducting classes.

2. Provision of individual desktop in office

3. All classes are smart classes with LCD projector, interactive board and Exide inverter. Same facilities are available in seminar hall.

1. Internet speed increased to 100mbps

2. Digital library

3. New multi-option printers, scanners and computers

4. Digital display board

5. CCTV in campus, classrooms, library and canteen Vice-Principal is responsible for maintaining and upgrading the latest infrastructure and IT facilities in campus. Qualified Instructor has been appointed, who takes care of day to day maintenance of IT systems. Purchase of IT systems, software and antivirus is done from an IT firm in Satara. Maintenance services are also provided by the same. To review infrastructure needs, YCSSW has planning board. Based on their recommendations, facilities are upgraded from time to time.

**4.3.2 Student - Computer ratio (Data for the latest completed academic year)****Response:** 7:1

File Description	Document
Student – computer ratio	<a href="#">View Document</a>

**4.3.3 Bandwidth of internet connection in the Institution****Response:** A. 250 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 19.83**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)**

2020-21	2019-20	2018-19	2017-18	2016-17
.28	1.5	3.93	.8	6.3

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>

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

The class rooms, library, computer lab, playground, hostel, seminar hall, etc are made available for the students who are admitted in the college. As per the policy of the college they can use it at optimum level for all academic activities. Similarly it is being provided for the government and nongovernment organisation to conduct various programmes for the cause of humanity as per the availability causing no inconvenience to the students and faculty. The maintenance and cleaning of the campus is done very cautiously with the help of nonteaching staff and occasionally outside agencies have been appointed for maintenance work. Agencies have been hired for plumbing and electricity work and also for maintaining all computer system. Inverters and all electronic devices have been maintained well. The staff can make use of the computer system with internet at their own seating place. The maintenance of ups and generator is regularly done. CCTV cameras are installed with full coverage of all class rooms and important places. Library is well maintained, all modern equipment like vacuum cleaner is provided in the library to maintain the cleanliness and safe custody of books. Special place for research scholars have been arranged in the library. Hostel of girls have been provided with library, computer and maintained in a well environment friendly atmosphere. The biodiversity campus provide 6 lawns for the students and faculty with a learning environment. All the facilities have been shared to Ashram school in the premises without disturbing the regular activities of the students.

External membership is accepted in the library by charging nominal fees. During the lockdown period all the facilities have been maintained well. During the period class room were given to store the relief material as a part of the social responsibility. The guest house was used by coordinators of the covid response initiative.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 61.59

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
172	153	192	147	163

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	<a href="#">View Document</a>

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

Response: 61.59

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
172	153	192	147	163

File Description	Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>

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

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

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

Response: 34.69

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

2020-21	2019-20	2018-19	2017-18	2016-17
102	116	79	83	85

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

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

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance

- 3. Mechanisms for submission of online/offline students' grievances**  
**4. Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 42.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
31	49	50	42	56

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

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

**Response:** 32.14

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

**Response:** 36

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>

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

Response: 22

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	0	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	1	1	1

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

## 5.3 Student Participation and Activities

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

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

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

**Response:**

The student council is formed at the beginning of the year. As an institutional policy students representatives have been nominated in different committees of the institute in a democratic manner. The student council formed at the beginning of the year as per the university guidelines is actively involved in all the activities of the institute. The council act as a liaison between the students and authorities. The students bring to the attention of the authorities regarding the need of the students as well as the development of the institute. The sports and cultural committee coordinates the cultural as well as sports events. Student representatives of each class make a vital role in the overall functioning of different committees as well as the day-to-day functioning of the college. They are involved in the management of different events as well as organizing seminars and workshops. The opinion of the student representatives is sought in keeping track of the discipline and fulfilling the academic needs of the students. Every committee functions under the guidance of the faculty. Committee meetings have been held occasionally under the

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

**Response:** 3.2

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



2020-21	2019-20	2018-19	2017-18	2016-17
0	1	5	5	5

File Description	Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 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:**

**Alumni association is not registered. But alumni are quite active and have direct interaction with the institute. They acts as ambassadors of the institute and refer students for admission, placement, training, recruitment and also to bring in various projects. They occasionally conduct lectures for the students as well as work as resource person. Alumni are involved in entrance examination, conducting viva voce examination and updating the syllabus as per the market needs. They have helped the institute to initiate covid response activities in the lock down through their organisation.**

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

**Response: A. ? 5 Lakhs**

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

The governance of the institution is reflective of its vision and mission. The focus of the institute is inclusive education. Majority of the students belong to the downtrodden sections of the society. The values of humanity and life skills have been imparted to the students in various academic and cocurricular activities and training. Institute governance is based on participative management and transparency. The Working President of the Institute is the authority providing guidance and leadership in academic and administrative planning. At the beginning of the academic session, he inspires students as well as faculty to complete the work they have taken up. Being a renowned scholar and social activist, he brings eminent guest speakers to interact with faculty and students. He provides guidance in initiatives like extension and research projects. During the pandemic period regular staff council meetings were held online and offline. Faculty and students were involved in covid response activities where in poor people in remote areas were provided with ration kits. It was a great experience for the student community to witness for the cause of humanity. The vision of the institute to build a cadre of social work professionals to bring positive changes in the world is deep rooted among the students and necessary skills have been imparted among them. Students' representatives in various committees materialise the identification of needs and aspirations of the students and to bring that in execution. Irrespective of pandemic situation institute tried to give maximum inputs to the students by online and offline assignments as per the situation.

The Institute has appointed working committees under the chairmanship of the Principal. Members of the faculty are coordinators of each of these committees. The coordinators are motivated to carry out functions of the committee. This helps develop leadership qualities in management, administration, IQAC and working committees. Before the beginning of the academic session, a meeting of all faculty and non-teaching staff is held. Here, committees are formed and responsibilities delegated. A circular with details of mode of work is issued to faculty. In this way, the college delegates authority and provides operational autonomy to the committees/departments/units of the institution and works towards a decentralized governance system.

YCSSLW has a formally stated quality policy. This acts as a guideline for maintenance of quality in organizational administrative, academic and field education practices. Deployment of core policy is ensured by the Management and the Staff Council.

The policy is developed and reviewed periodically in consultation with:

1. College Development committee
2. IQAC
3. Staff Council
4. Alumni

The Working President visits the Institute for programmes where he is briefed about the developments. The IQAC Coordinator and the Principal appraise the functioning of the committees and take necessary measures to improve the effectiveness.

The head of the Institute also have interaction with students, parents, alumni, fieldwork agency supervisors and other stake holders by way of meetings conducted on various occasions.

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

#### **Response:**

Decentralisation and participative management are the regular feature of the administrative practice where in the management, faculty, nonteaching staff, students play an active role. The parents and alumni also involved in this. Joint decision improves the administration process and flexible approach to accommodate the unforeseen situation like pandemic made the administration be realistic to full fill the academic needs of the students. Faculty and management are always ready to go out of the way to mitigate the issues comes in between to execute the academic programme. Brain storming sessions with the staff and students bring in innovation in all functional areas of management. College development committee and alumni proactively support and guide the institute time to time. Achievements and failures discussed in the meetings of IQAC, staff council, college development committee for further improvement.

The Institute has a participatory approach. Majority of issues are discussed in the Staff Council meeting and consensus is made among members. This ensures ownership of the initiative.

The Management has identified strong performance areas of each faculty. Accordingly, they are assigned work. It enhances their work skills. However, the concept of job rotation is also practised, wherever it is felt important. There is complete transparency between the Management and employees. Open-door policy is practised.

Student feedback is gathered through the following processes:

Suggestion Box

Student Council meeting

Parent-teacher meeting

Student farewell meeting

Alumni meet

Annual feedback exercise

The feedbacks are analyzed during the Staff Council meeting and appropriate action taken on important

issues that will help students and the Institute for quality enhancement. If the suggestions require budgetary provisions, Management approval is taken.

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The Institute believes in continuously upgrading its services. Based on inputs from stakeholders, a strategic plan was developed in June 2018. The following aspects have been considered in the plan:

1. Infrastructure development: Renovation of Landscape, Laboratories, Principal Cabin, Painting of Building, Library, Furniture, Expansion of Womens hostel, construction of Boys hostel, auditorium, gymnasium, guest house.
2. ICT: CCTV Surveillance, purchase of adequate number of desktops, laptops, softwares.
3. Development of RRDC,
4. Extension projects, Research projects.
5. National & International workshops, seminars and conferences.
6. MoU's with various organizations.
7. Strengthening Society Empowerment Activities
8. Consultancy

Due to Covid pandemic, perspective plan is affected but the requirement of the students for online and off-line classes were effectively managed. It includes infrastructure development, updating of ICT facilities in teaching and administration. Linkages with national level organisations have been enhanced. The relief activities in response to COVID and flood have given a hand on experience to students about social work practice in the midst of absence of physical internship. This developed a good professional understanding with government and nongovernmental organisation to give better exposure to students. The difficulties in the covid period have been converted in to opportunities to create avenues for creative use of social work skills. The pending plans for development of the institute have been stream lined to achieve it in the upcoming academic years.

File Description	Document
strategic Plan and deployment documents on the website	<a href="#">View Document</a>

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

#### Response:

The organisational structure of the college consists of Management, College development committee,

principal, the teaching and nonteaching staff and the students. Alumni and parents are also other important stakeholders along with local, national level organisations for various linkages.

Bhatatiya Bhatake vimukta va vikas sanshodhan sansta is the highest decision-making body which in collaboration with the principal manages the day today functioning of the college as per the rules of UGC, Shivaji University and social welfare department.

College development committee meet at least thrice in a year to discuss the matters related to finance, infrastructure, strategic plan and any other relevant issues related to the development of the institute. Principal is assisted by staff council, office superintendent other office staff. Staff council meeting are held on a regular basis. During the pandemic period online meetings were held.. The Internal quality assurance cell take initiatives in quality management strategies. Students are members in every committee to represent the requirement of the students and to participate in the day today affairs of the institute in a creative manner. Student council meetings are held under the guidance of the faculty in charge to discuss about the academic and related matters. The library committee look into the matters pertaining to the library and development of the library. The internal complaint committee, grievance redressal committee and anti-ragging cell functions as per the guidelines of the government and the institute.

Recruitment, service and leave rules are as per UGC , UNIVERSITY and Social welfare Department

File Description	Document
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

Following benefits are given to teaching and nonteaching staff

Leave rules as per university rules

15 days casual leave for both teaching and non teaching staff

20 half day sick leave after completing one year of service for all employees

Duty leave up to maximum 30 days for attending various orientation, refresher courses, attending training, seminars and conferences

Maternity leave for female faculty as per government rules

Study leave for research as per UGC rules

Retirement benefit as per university and government rules

GPF , Gratuity, encashment of earned leave

Medical reimbursement

Health camps and training are arranged for all employees

Loan benefit from employees cooperative society and as per government norms from banks

Faculty development programmes were arranged online during covid period. Permission to participate in refresher courses were given to faculty.

Support facilities of canteen, ICC, parking facility, clean drinking water, safe and green environment are provided to all staff.

The college give ICT facilities laptop/ desktop, computer lab, Wi-Fi

Recreational facilities include get together, outing, dining together, tea club, sports activities are also provided to employees. For emotional well being sessions are arranged by experts. Unforeseen incidents at the home of staff members are dealt effectively by YCSSW healthy intervention. Open door policy is adopted by the management and principal which promote a comfortable environment to all employees.

**6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 9.33

**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**

2020-21	2019-20	2018-19	2017-18	2016-17
7	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

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

**Response:** 6.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	5	5	5	7

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

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

**Response:** 43.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	0	10	10	1

File Description	Document
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

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

#### Response:

At the end of the academic year self-appraisal namely PBAS designed by the university is furnished by the faculty and Performa as per social welfare department guideline by nonteaching staff. It is a process of introspection and the same is appraised by the IQAC, Principal and management and suggestions are given for further improvement. Performance appraisal is used for career advancement of teachers and will be promoted as per the university and UGC norms. Students' evaluation is taken by individual teachers as well as principal and management. Good performance is appreciated and the functional areas where improvement is needed, suggestion is given and accordingly action plan is made by individual teachers. Evaluation process is considered as a part of continuous improvement. Efforts taken by the faculty for overall development of the institute also considered in the appraisal

The outcomes of performance appraisal are:

1. Improved performance of faculty
2. Better time management and quality work
3. Better utilization of resources
4. Effective teaching-learning process
5. Promotion of innovative activities
6. Value inculcation among staff
7. Regular weekly staff meetings
8. Regular statutory committee meeting
9. Improvement in infrastructure facilities
10. Maintenance of discipline among students and staff
11. Enhancing professional development of staff
12. Timely preparation of teaching plan and implementation.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Internal audit is regularly done by verification of financial data. Grants received from different agencies utilisation certificate is prepared and settled within the stipulated time. A liberal strategy with restraint as far as expenditure is concerned followed by the institution. . External audit take place annually by the appointed external auditor by the parent institute. the bills and vouchers of revenue expenditure are checked. the accession register, dead stock register, purchase registers are physically checked. Statutory assessment of income and expenditure and receipt payment is done, as per the suggestion of external audit



deviation if any is corrected by Accounts department

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

**Response:** 443.86

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

2020-21	2019-20	2018-19	2017-18	2016-17
58.1	82.06	136.7	99.8	67.2

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

**Response:**

Major source of fund is social welfare department as the college is attached with social welfare department and the rest is solicited from fees and networking with different organisations and the donation received by the parent institute. College has a governing body, planning and purchase committee and other committees to take care of the utilisation of resources. Fees received from the students have been used for infrastructure development, purchase of books, ICT enhancement, student welfare, organisation of workshops, and guest lecture. Infrastructure maintenance and day today expenditure is done with the support of parent organisation. Social responsibility initiatives were supported by NGOS and industries.

### 6.5 Internal Quality Assurance System

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

**Response:**

IQAC make sure the participation of all stake holders in the development of the institute. The quality functioning of the administrative and academic units have been monitored for quality inputs to the

students.

Helping the interested teachers in writing research project proposals and publishing the research works by conducting Research Methodology Workshops.

Conducting FDP to bring the knowledge of the teachers at par with the latest developments in their respective discipline.

Organising National level Seminars and Conferences on the subjects enveloping a broad range of themes/sub themes relevant to modern day education in HEIs.

Encouraging teachers to apply to research organisations like UGC, ICSSR, human right commission and women commission for funding of research projects and workshops

Equal opportunities to the employees as per their ability and special interest

Making the students to be a part of decision-making process in the concerned areas of students

Developing linkages with government and nongovernment organisation

Enhancing ICT enabled teaching learning process

Promotion of scientific temper and research among faculty and students

Promote an ecosystem for innovation among the young minds

Make sure to provide holistic education to the students and inculcate values to become responsible citizen

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

**Response:**

**The primary concern of IQAC to provide quality education to the aspirants by effective teaching learning process.**

**Annual SWOC analysis and feedback from the stakeholders provide valuable information and suggestions for improvement. Within the available resources IQAC make sure the implementation of suggestion. While doing this the national educational policy also kept as guidelines. This exercise helps the institute to bring about reforms in teaching learning process methodology and to achieve course outcomes.**

Efforts are taken to enhance the employability of the students by imparting skill development programme.

Computer course made available for all students and 2020-21 onwards all the courses are formalised certificate course offer by the institute

Skill enhancement Training of one month duration is also formalised as a certificate course for all MSW and BSW first year students from 2021-22.

Applied for one stop crisis centre and sanctioned to the institute which enhances the field exposure to the students

Linkages with national level organisations and industries enhances the resources for social responsibility initiatives and thus the experiential learning of the students.

All class rooms and seminar hall have equipped with ICT facilities.

NGO resource centre would be established in the campus shortly

Incubation centre for Entrepreneurship development program for COVID widows started its operation in collaboration with CYDA pune and UPS foundation, Mumbai

**6.5.3 Quality assurance initiatives of the institution include:**

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

**Response:** C. 2 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

Yashwantrao Chavan School of Social Work (YCSSW) has a strong ethical work culture that is based on inclusivity. It observes highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, colour, creed, language, religion, political or other opinion, national or social origin, property, birth or other status. Safety, security and well-being of girl students, along with gender equity and friendly academic atmosphere are the issues of prime concern to YCSSW.

YCSSW shows gender sensitivity through various initiatives and actions for creating safe, secure and healthy atmosphere in the campus. Gender sensitivity is an inherent value in the cultural ethos of the institute and its evident by the following facilities –

- Women faculty members accompany girl students when they participate in outdoor activities or tours.
- Internal Complaints Committee (ICC) interacts regularly with the girl students and resolves the issues addressed by them if any.
- The college ensures social security through Anti-Ragging Committee and Grievance Redressal Committee.
- Awareness campaigns on women safety and gender sensitivity through street plays rallies and camps by NSS student volunteers are arranged on regular basis.
- Security guards are deployed at main gate, students with I cards are allowed in campus.
- The Disciplinary committee curbs indiscipline in the campus.
- A complaint box is arranged to receive grievances or suggestions from students which are addressed by respective committees.
- Emergency contact numbers are displayed at prominent places in the campus
- Awareness programs on safe driving measures and Motor vehicle act are arranged.
- Self defense training and practical sessions are also arranged in the campus for the female faculty and girl students
- Gender sensitization camps are organized in urban and rural areas of Satara district with support and in collaboration of various NGOs that include following aspects: 1) Women's rights; 2) Human rights; 3) Child rights; 4) Gender justice; 5) Gender equality; 6) Gender sensitization workshops; 7) Campaigns against female feticide; 8) Business Advisory Sessions provide free counseling to various women self help groups; 9) Health Counseling, Values Counseling, Career Counseling takes place periodically
- Faculty welfare fund assists and extends support in educating the girl students and also provides assistance regarding career plans.
- Surveillance with high resolution cameras throughout day and night has been set up in the campus; entry of unwanted element is monitored through these cameras.

**Other measures of Gender Sensitization include –**

- Curriculum and Coursework.
- Co-curricular activities.
- Our library provides separate reading space for girls, which is utilized during free periods.
  - College canteen has separate space for girls to avoid inconvenience.

YCSSW has been successful in caring for its diverse students and staff population in its efforts to steadily achieve its vision and mission. This is also evident from regular feedback from all its students and parents.

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

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

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

**Response:** A. 4 or All of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>

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

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

**Response:**

The institute facilitates several techniques for the management of degradable and non-degradable waste. The primary focus is to reduce, reuse and recycle the waste.

YCSSW has deep concern to protect environment, health and well-being through implementation of effective waste management practices such as segregation, recycling, and composting. Our house keeping staff, gardeners and sweepers help in segregation of waste.

**Liquid Waste Management:** - The institute is situated very near to the village tank and the rain water from the terrace of the college is channelled into that village tank. This roof top rain water harvesting technique is unique and government of Maharashtra has taken due note of this experiment. Proper sewage system is present in all the washrooms of the college and appropriate care is taken to see that there is no water stagnation to discourage mosquito breeding. The waste water within the institution is carried out through the pipeline and collected in the Sedimentation tank. This system is made by the institute on its own and water thus filtered is reused for gardening.

**Biomedical Waste Management:** - There is no biomedical waste management system in the college as we do not generate it.

**E-waste Management:** - Though not much e-waste is generated in the institution on a daily basis, the electronic waste in the college includes discarded electrical or electronic devices such as used electronic parts, electric bulbs, wires, parts of computer, etc. These materials are segregated and as per the material it is reused, sold, retrieved, recycled, or disposed off. The items like printer cartridges are refilled and used and the unusable items are disposed through appropriate Technology.

**Waste recycling system:** - Suitable techniques are applied for disposing of waste. A vermin compost unit has been established and maintained for the production and supply of vermin compost to cater the needs of the institute regarding organic manure. Vermi composting is the process of degradation of organic wastes by earthworms. NADEP composting is a natural process by which biomass wastes, soil wastes and animal wastes are biologically degraded and decomposed into an organic – compost. Our institute has a place in its campus where the bio degradable waste materials are disposed. Students from our institute take active part in the program of state government that consists the concept of waste management and clean surrounding.

**The e-medical Waste Management:** - There is no e-medical waste management system in the college as we do not generate the same.

**Hazardous chemicals and radioactive waste management:** - There is no Hazardous chemicals and radioactive waste management system in the college as we do not generate the same.

In addition to this institute has organized many workshops on eco-friendly waste management techniques. Training programmes are conducted from time to time for disposing the waste in effective manner. Awakening to control 'throw-away' life style and grow consciousness of generating less waste among students and faculty members has also been adopted. It is insisted that we should avoid plastic items to the best possible capacity.

File Description	Document
Link for Geotagged photographs of the facilities	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>

### 7.1.7 The Institution has disabled-friendly, barrier free environment

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

**Response:** B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:**

YCSSW is proactively taking efforts in providing and propagating an inclusive environment not only among the students but also among all its stake holders. The initiatives are to promote better education, economic upliftment of the needy and setting communal harmony. YCSSW organizes extension activities among all sections of society as a part of Educational Social Responsibility (ESD) through its departments and NSS unit. YCSSW conducts several programs for providing an inclusive environment to its students. It takes various initiatives for promoting tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities. As per the nation-wide jurisdiction of YCSSW, students from diverse regional and cultural backgrounds have been taking admission.

Faculty of YCSSW have also donated money to CM Fund, Mumbai to support the initiative taken by the government to fight various social and environmental issues.

One day Training Program for SC/ST students is arranged every year prior to entrance test so as to help the students perform better and the best be selected. The training program is sponsored by YCSSW and



conducted free of cost.

Blood donation camp is annually organized at YCSSW in association with civil hospital. Students and staff contribute voluntarily by donating blood for the noble cause of serving society and proudly adorn the badge of a blood donor.

YCSSW also organizes cultural programs to celebrate the cultural diversity. Students from various regional and cultural backgrounds participate in such programs and present their regional or cultural folk songs and dances. For last many years' students take active part in various competitions organized by various organization and institutions on street plays, posters preparation, slogans, and the like. These activities bring students together and help them to support and cherish their personality and at the same time help them to look towards the society from an integrated approach Lectures by Eminent Personalities on special days are organised to make students understand the importance of unity in diversity of our country.

Mass recitation of National Anthem and pledge by all students are exercised and performed every day. "Hich Amuchi Praarthana ana hech amuche magane" a Lyrics by Sameer Samant is sung by our students every day in the morning to begin a day with the note of humanity and to bring strong social bonding among students.

Every day in evening Manthan and Jagar activities are conducted in the campus of YCSSW. It is in itself a unique model of self learning by students though the support and cooperation among themselves. Manthan is a place set up for the students where they can monitor socio-economic and political issues from the perspective of just, equitable and sustainable development. Jagar is practiced in our college on regular basis as music is the medium through which social workers can address people more effectively on various social issues. It helps to develop various skills among the students required in the field to promote communal harmony and tolerance.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

##### **Response:**

YCSSW sensitizes the students and its employees to the constitutional obligations as the citizen of this country. Various curricular and extra-curricular activities are organised on campus and in the field to make students and its stake holders aware about Constitutional values, rights, duties and responsibilities. The values expressed in the Preamble are Sovereignty, Socialism, Secularism, Democracy, Republic, Justice, Liberty, Equality, Fraternity, Human dignity and the Unity and Integrity of the Nation. YCSSW constantly

works upon to nurture these Constitutional Values and Ethics among its students so that they become better citizens of the country.

YCSSW invites eminent persons as guest lecturers to inspire students and staff on various occasions of national importance. Programmes like seminar, conferences, expert talks, poster making competition, competition on various contemporary legal issues, legal awareness camps to impart awareness among the stake holders, etc. are organised in collaboration with government organisations and NGOs for the propagation of the Constitutional values.

At the very entrance a special platform is created that is easily visible to all. On this platform, “**Indian Constitution**” is kept for reading and reference of the students and other stake holders. Institute has established policies that reflect core values of the Constitution. Code of conduct is prepared for students and staff and it’s mandatory to obey this code of conduct.

Student Council elections are conducted every year in the institute. This is the platform that helps to nurture and train the upcoming leaderships among the students. The elected representatives are given the responsibilities of organising various programmes with the support of other student volunteers.

The institutional curriculum is framed with courses that will sensitize the students and employees of the Institution to the constitutional obligations. The courses offered are: **Human Rights and Social Inclusion, Paralegal Studies, Philosophies of Social Change, Social Work with Marginalized and Minority Community, International Social Work, Social Policy and Social Legislation, Democracy, Elections and Good Governance** as an attempt to inculcate constitutional obligations among the students.

The institution takes many initiatives like conducting awareness campaigns, organizing orientation programmes, training programmes, seminars and workshops to sensitize the future social workers to inherit human values coping with the Constitutional obligations. The institution has strived forward with great effort to increase the level of awareness and appropriate practices amongst the students by conducting the programmes as follows: **Basic training in Human Rights with the support of NHRC, New Delhi, Current situation of Women Rights, legal procedures and positive ways of implementation supported MSCFW, Mumbai, and Awareness on Women Digital literacy supported by MSCFW, Mumbai.** The students have enthusiastically participated in the above activities.

During natural calamities and recent pandemic our students volunteered in relief and rescue operations in collaboration with government and many other NGOs. Community outreach programmes on Voters awareness, Awareness on Nutrition & Healthy Eating Habits, Vaccination awareness, Legal awareness camps, mental health awareness, blood donation and etc activities are organised by the students to make responsible citizens.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>

#### 7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and

other staff and conducts periodic programmes in this regard.

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

**Response:** A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

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

**Response:**

Y. C School Social Work is one of the leading centers of excellence in Satara, for providing training to aspirant Social workers. YCSSW celebrates National and International days enthusiastically every year. Every society has its own cultural events and festivals. Celebration of these days is a vital activity as it will help the upcoming generations to know about different cultures and to imagine India as one nation. These days are celebrated by students under the guidance of teachers.

**The calendar for the celebration of few prominent days in our college is as follows:**

Independence Day is celebrated on 15th August in YCSSW with great enthusiasm. It is celebrated to commemorate the nation's independence from United Kingdom. A function is organized in YCSSW campus where all staff members and students pay tribute to freedom fighters who sacrificed their lives in order to gain freedom.

Republic day is celebrated every year on 26th January in YCSSW with great enthusiasm and pride. It is a day to remember when India's Constitution came into force from 26 January completing the country's transition toward becoming a Sovereign, Socialist Independent Republic country.

Many other days are also celebrated every year in YCSSW to depict the spirit of patriotism, ethics and moral values, duties and responsibilities, humanity, respect for teachers, cleanliness and health awareness, physical and mental fitness etc. among the students.

Our academic calendar starts with the birth day celebration of Samajik Samata Divas birth day of Chhatrapati Sahu Maharaj on 26th June. Chh. Shahu Maharaj was a strong advocate of equality.

Teacher's day is celebrated on 5th September every year to celebrate the birth anniversary of Dr. Radhakrishnan. Along with this we also celebrate the birth day of Mata Savitribai Phule as teacher's day. She was the first lady teacher from Indian origin to teach girls from the oppressed society.

The common birthday of Mahatma Gandhi and Lal Bahadur Shastri on 2nd October is commemorated as Swachhta Diwas.

26th November is celebrated as National Constitution day. It was declared by govt. of India on 19th November 2015 to celebrate 26th November as constitution day every year. On this day, Dr. B. R. Ambedkar, the creator of the constitution is remembered.

International Women day is also celebrated in YCSSW on 8th March every year. The day aims to eliminate discrimination against women.

We at YCSSW also participate in Industrial Safety week.

On these days various activities like poster making, poem recitation, speech contests, slogan writing competition etc. are organized in YCSSW. Many students participate enthusiastically in street play and recitation of various songs on social issues. These days are also celebrated to make students and staffs understand the social, economic, cultural and political achievements of our country.

The present day India is not the result of the efforts put by one individual or a government that made this wonderful country a reality. It is a collective effort of people from all walks of life.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**BEST PRACTICE :1**

**TITLE OF THE PRACTICE: STUDENT VOLUNTEERISM**

## **1.The context**

YCSSW has undertaken different COVID response activities during the pandemic period. It was in such a condition that poor families in remote area had left with nothing to survive in the absence livelihood. The desire to help this people made the institute to link with alumni working with different organization and started distributing dry ration kits to the poor families and also fulfilling the needs of PHCs and civil hospital required for treating the COVID patients. To do all these activities there was a high requirement of manpower. In this context it was kept in front of the students and consequently 80 students volunteered for fulfilling the manpower requirement.

## **2.Objectives of the Practice:**

- 1.To develop volunteerism spirit among the students.
- 2.To fulfil the manpower requirement for covid response activities.
- 3.To expose the students to the field realities
- 4.To Inculcate management skills among the students
- 5.To develop creativity and rapid response to the difficult situation

## **3. Practice**

The volunteer students were given training for each activity and get involved in the covid response activities. In each subsequent activities the need of instruction and training have come down. Some of the villages were very interior and there were no proper transport facilities. Volunteers had to put lots of physical work and they had to report early in the morning at 5 am and reached back late in the evening. Due to lack of funds and remoteness of villages they had to bring eatables from home. Volunteers were involved in identifying beneficiaries and distributing dry ration kits to the poor families. They have distributed ration kits to 7000 families in Satara district. They were able to use their social work skills during these activities. District administration and funding agencies appreciated their systematic approach in coordinating the activities without any supervision. This inculcates the values of responding to the needs of humanity.

Obstacles: Initially the students were reluctant to come forward due to the fear of Corona. Due to lack of funds students had to bring the eatables for breakfast and lunch from home early in the morning at 5am.

## **4.Impact:**

This practice has helped the students to understand the needs and problems of the poor families due to lack of livelihood. They have become more empathetic to the needs of the people and learned fund raising,

networking, time management, management skills. It was also observed that the volunteers placed for internship with various organizations were appreciated by the organization for their performance

### **5.Obstacles:**

Initially it was not easy for the students to tell or discuss the issues freely. But, later, once they gained confidence, they shared the matters easily.

### **6.Resources Required**

1. Transportation
2. Covid safety measures
3. Funds
4. Manpower

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### **BEST PRACTICE :2**

**1. Title of the practice:** Tele-counselling during Covid pandemic situation.

#### **2. The context**

In December 2019 there was the inception of covid-19 virus from China as the time passed it had spread from country to another and almost within 5 to 6 months it engulfed almost whole world. Every country had got almost lakhs of people infected due to this virus. Like other countries this virus also reached India in March 2020 and it started spreading from one state to another. In Maharashtra also day by day the situation became worst in which Satara District came up with very high number of cases as compared to other districts from Maharashtra. Everyone was under very big threat, the people who got infected and their families, relatives were in a depressed state of mind. They were not knowing about the symptoms after getting infected how the treatment they should take, which type of care they should take, how the others can be protected, lot of questions were in front of the people. A fearful environment was there and in addition to it, there was the imposition of lockdown. Initially people were hesitating to bring any material from outside many rumors in regarding the virus, it's spreading mechanism, mortality rate, its symptoms were prevailing in the society. District administration was on their toes to serve/ cater the health care needs of the society but these all efforts were insufficient. There was an urgent need of intervention of private partners to help the society to cope up the situation. So, in this scenario, being a social work institution, we thought of helping out the district administration as well as the society. With the permission of district

administration the service of tele-counselling to the home isolated patients and their family members.

### **3.Objectives of the practice**

1. To provide information about Covid appropriate behaviour.
2. To administer the use of thermometer and Pulse oxymeter.
3. To assist Covid infected patients to cope up with the trauma situation.
4. To counsel and assist the patients and their family members to manage physical condition.
5. To give people grief counselling those who lost their near and dear ones.

### **4.The Practice**

We collected the list of the Covid infected patients who were in home isolation from health officials and from district Collector office Satara. Simultaneously we also short listed the students from our college who were interested in this tele-counselling. After that we had arranged a small training session for these students, which were coordinated by the office of district health officer. After the training we allotted the patients to the respective students and they were given responsibility of tele-counselling till the completion of period of 14 days of isolation of respective patient. The students were also provided with the phone numbers of the respective patients and were asked to call the patients twice a day to know about their health status, to clarify the doubts in regard to the diet, symptoms, treatment about the disease. Also they were asked to give information about the things to be done by the patient for early recovery from the disease. In this the use of homemade remedies, immune boosters, 6 minute walk test for measuring oxygen saturation, use of Yoga were covered. The students were asked to maintain all records and to provide it to concern health officials for deciding further way of treatment. Also students were asked to have a dialogue with the family members to clarify the doubts in regard to the health condition of the patient and the care to be taken by them. The doubts which in case the students were not able to clarify were conveyed to the concern health official and get back to patient and the family member.

#### **1.Obstacles faced if any and strategies adopted to overcome them**

1. Many times it was not possible to have dialogue with the patients as the mobile phones were with the family members or the relatives. So we had to convince them to keep at least one mobile phone with the patient so that we can have a direct dialogue with him and know the exact health condition of the patient.
2. Some of the families were having poor socio-economic condition so they were having only one mobile phone which was supposed to be share with the patient. Because of this there was a chance of other people to get infected. To overcome this barrier, we had asked them to wear compulsorily N-95 mask to have a surface sanitizers and washing hands compulsorily.

3. Patients as well as their family members were asking the questions about the cost of treatment, the tests to be done in the laboratories, their frequencies, is it essential to be in quarantine even though no symptoms are there, how many days to stay in quarantine, course of medicine, availability of medicine etc. We conveyed all these problems to the health officials as well as the district administrators and asked them to help the patients to get their doubts clear.

4. Few patients had registered wrong phone numbers due to which getting communication with them itself was a big problem. So we conveyed such cases to the government officials after which the concern government officials had done the home visits and had gone for updating the phone numbers.

## 6. Impact of the practice

We were able to cater /serve the health care needs of more than 300 plus patients from in and around Satara. It had helped the patients as well as the family members to cope up effectively with this traumatic situation. It had helped to boost their psychology and think positively to come out of this distressful situation. It had helped them to get their doubts clarified in regard to the treatment and the care required to fight against this disease. It also had helped to know about the precautionary measures as well as the Covid appropriate behaviour. It had helped the patients as well as the family members to get their message conveyed to district as well as health officials which helped effectively manage the further treatment. Many patients were not aware about using pulse oximeters, thermometer and they were enabled through this tele-counselling. People were also able to get assistance in regard to tests required to be done to get exact and proper treatment as per the symptoms/reflexions in the reports. Many people had given the feedback that they were really feeling happy and comfortable and also it has reduced their tension. This tele-counselling had helped to reduce the workload of health officials at least to some extent. It also had helped to know about the current health condition of the concern patient. Simultaneously the students also got a hands-on experience of how to handle the pandemic situations, to work with government officials, to build the skills in regard to communication counselling, relationship building, etc.

## 7. Resources required:

1. Mobile Phones
2. List of Patients
3. Contact numbers of Officials
4. IEC material

File Description	Document
Link for Best practices in the Institutional web site	<a href="#">View Document</a>



## 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:

Brief Overview of our Institutions performance in Protection of Constitutional Values and Human Rights

The main objective of Bhartiya Bhatke Vimukta Vikas va Sanshodhan Sanstha (BBVVSS), (Indian Institute of Research and Development of Nomadic and De-notified Tribes – IIRDNDT) is to promote development of disadvantaged and deprived sections of the society. In 1994, the Trust set up its academic centre, Yashwantrao Chavan School of Social Work (YCSSW), to train students in professional Social Work.

In the present scenario of information and technology where each and every person is facing cut throat competition, there are very few Oasis of Social Action Groups who are working to safe guard the human rights and promote social justice. Although the world is shrinking down and we are travelling in the global village, still there are millions who are living in the primitive age. The gap between the haves and the have not's is widening. According to Albert Einstein, "Those who have privilege to know have the duty to act." Based on this understanding it is the responsibility of the learned to act fast and pave the path of development for the depressed classes. YCSSW is the leading partner in promoting this path of development for the depressed classes.

#### CORE VALUES OF YCSSW

*"As a learners 'community, we value learning in all its forms, guided by the ideals of human rights, social justice and transformation. We value diversity in membership, but unity in mission."*

Our students have excelled professionally to the voice and aspirations of people in society, especially the less privileged sections. The course is so designed that it sensitises students on the nature of the society they live in. For an equitable, just, peaceful and prosperous society, we need citizens who are aware of their duties and responsibilities. Therefore, YCSSW is committed to fostering tolerance, national integrity, environment consciousness and social values among students enshrined by our Constitution. We believe that college life is not all about academics, games, friends, and fun. It is also about learning to interact with other people, being aware of social, environmental and gender issues, and inequities in the society. We provide an opportunity to every student to contribute to make the society in which they live a better place and to grow as better individuals. YCSSW has committed itself to the task of inculcating Human Rights and Constitutional values and responsibilities in its students so that they become responsible citizens of tomorrow.

The intense induction program gives the fresh students an insight into the institute's values and vision. The main aim of YCSSW was to provide an opportunity to the rural students of this area and especially the rural girl students to pursue the higher education for their development and progress of the society. In line with its core values of working towards the overall development of the society, YCSSW has taken utmost care to give back to the community. As a special thrust, Society Empowerment Activity (SEA) for societal development is instilled on a large scale every year into the students. Through SEA activities various

services are undertaken to inculcate social values and to protect human rights.

The institutional curriculum is framed with courses that will sensitize the students and employees of the Institution to the constitutional obligations. The following subjects in YCSSW aim at making the learners acquire conceptual clarity and develop respect for norms and values of freedom, equality, fraternity and social justice with their philosophical, ethical, social, economic and political dimensions. A full understanding of Human Rights and the relevant Constitutional-legal provisions and institutional mechanism for realization and enforcement of these rights in the country constitute core objective of teaching, learning and evaluation. It also includes awareness of civil society organizations and movements promoting human rights and Constitutional Values. The courses offered are: **Human Rights and Social Inclusion, Paralegal Studies, Philosophies of Social Change, Social Work with Marginalized and Minority Community, International Social Work, Social Policy and Social Legislation, Democracy, Elections and Good Governance** as an attempt to inculcate constitutional obligations among the students.

In accordance with mission statement YCSSW gives exposure to all the students to get an opportunity to participate in every curricular, co-curricular and extension activities very actively. Through this the students get a stage and dais to develop their academic as well as professional, cultural, social consciousness, alertness, responsiveness towards Human Rights and Constitutional Values. So for the sake of democracy and sustainable development in India, human rights education along with the teaching of Constitutional values is essential. This knowledge of human rights and Constitutional values is the best defence against their violation. Through the above papers taught in the institute it highlights the importance of above concepts in India for effectively discharging the duty imposed on all students and Indian citizens by the various Articles embodied in our constitution.

All the student class wise also do their bit by organizing several events under the supervision of their class teachers and field work instructors for a social cause, like Women empowerment, debate, discussion, and lectures by eminent speakers on Reservation policy. Street plays, cultural events, elocution competitions on various social issues like child marriage, child labour, school dropouts, caste system are arranged as per the need. Throughout the year, YCSSW undertakes abundance of events ranging from cleanliness drives, tree plantation drives, waste management drives, water management drives, through its field work activities. On the occasion of 15th August and 26th January students actively participate in Gram Sabhas and create awareness among villagers regarding constitutional provisions regarding Democratic Decentralisation and to make them aware about the power to people.

At YCSSW, every student, as individuals along with its faculty, takes part in this endless voyage of giving back to the society, and to transform it to make it a better place for all to live a healthy and bright future.

YCSSW's ultimate aim is to develop human right defenders and make them aware that Constitutional values are the central aspect of democratic transitions, peace building and nation-building.

File Description	Document
Link for appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Our institute is known for educating the aspirants belonging to downtrodden sessions of the society, Over a period of time we found these students are doing excellent job as well as strengthening their own family and village. Value inculcation among the students is one of the priority areas of focus. The experiential learning enables the students to understand the ground realities and to develop the skills needed for social work profession. The extension projects and society empowerment activities are the contribution of the institute towards the society as social responsibility. Students studying in our institute imbibe the values of social responsibility and they groomed as responsible citizens of the country. Many of the Alumni have become social entrepreneurs and become employers rather than jobseekers. The covid and flood response activities gave a brand name to the institute in the district as well as in the state. Institute is streamlining a few more courses which was pending due to pandemic. Soon a resource centre for NGOs would be established in the college to serve the needs of NGOs in Maharashtra. The qualified and committed employees are the backbone of the institute. A visionary management support and guide all academic activities of the institute.

### **Concluding Remarks :**

YCSSLW is committed to provide a learner-centric environment where excellence in Social Work education is the focus. YCSSLW seeks to develop and foster just and competent professionals who understand the interrelatedness of human needs, social structures, and the oppressive conditions that affect the well being of people. YCSSLW offers an ideal environment for students to learn, meditate, and work to find solutions for problems of marginalised, vulnerable and oppressed groups. YCSSLW is a co-educational institution with natural environment for learning with a history of 28 years. The significance of the institution is positively felt in the social life of Satara and has made the Institute a brand name.

The Internal quality Assurance Cell, YCSSLW has invested lot of time and efforts to conduct detailed SWOC analysis of its strengths and weaknesses as well as an opportunities and challenges. The SWOC analysis invites the attention of the institution for positively reshaping the overall processes required to maintain academic excellence. The analysis revealed the current state of affairs, while highlighting areas in which YCSSLW is strong as well as those that require further quality improvement. Every process is considered as a means for further improvement.