CRITERION I – CURRICULAR ASPECTS

1. **Title of the practice:** Stakeholders' Participation in Curriculum Design and Development

2. **The Context:** The college is conferred with Autonomous status by the UGC and R.T.M. Nagpur University from the session 2019-20. Autonomous Institutions have the liberty of modifying and redesigning the curriculum at the end of each academic year and also have freedom to introduce self finance courses. Training in the social work profession has relevance only when it relates to the social realities. Field practicum is an important training ground where the students receive first-hand experience in dealing with the client system.

3. **Objectives**

- To promote a holistic approach that focus on quality and accountability in higher education
- To develop curriculum with the ever-changing needs of the society
- To introduce greater flexibility in the curriculum by giving more freedom of choice to learners to design their own combination of studies.
- To design certificate, diploma courses related to requirement of skill sets in field practice.

4. **The practice:**

Subjects experts meet every year for updating the curriculum to the changing needs of the society as well as to cope with the knowledge expansion.

Regular Boards of Studies and the Academic Council meetings, participated by subject experts, knowledgeable persons from different fields, stakeholders of the educational process and the faculty, help to frame syllabi and modify curriculum with a sense of vision and mission.

The Quality Assurance Cell reviews all reports of the academic committees and suggests necessary action. It facilitates academic audit and accountability of all stakeholders

Formation of curriculum/academic course work and research around field experience: It has acted as vital tools to promote field based curriculum/ community based learning. Based on emerging needs, the curriculum is also modified.

A committee consisting of teachers from all departments is formed

1. To prepare the curriculum content, and model question papers for each course
2. Too determine the assessment procedure
3. To determine the eligibility criteria for admission to CBCS.

Courses approved by the committees are forwarded to the BOS for approval and later on placed before the Academic Council and Governing Body for final approval.

5. Evidence of Success:

The college has been recognized by the UGC as a College with Potential for Excellence. Continuous monitoring and surveillance of the academic programmes, the quality of the curriculum and the curricular transaction has improved

In the process of restructuring curriculum, teachers have attended seminars, conference, workshops, and refresher courses.

The syllabi have been restructured thrice during the last 5 years incorporating the UGC model syllabi. The syllabi of undergraduates course have been made interdisciplinary.

All the departments have put in all possible efforts to update and create a curriculum that will benefit the students in whatever field they would choose to enter. The students could acquire multiple skill sets through self finance courses and enhanced employability.

There are many learners who have become first generation entrepreneurs after successful completion of their degree programme.

6. Obstacles faced / Problems encountered

- Balancing core papers, supportive papers and language paper was a challenging task.
- Series of meetings to develop the curriculum
- Since it was a completely new system, the faculty, the students and the parents had apprehensions about the feasibility of the change. Awareness programmes and training had to be organized for these stakeholders.
- The faculty felt over loaded with the work involved and had some resistance. The autonomous status and the special grants received from UGC have facilitated the change process

7. Resources Required

- Faculty orientation and workshops should be held regularly for faculty.
- Administrative and academic reforms to facilitate change
- Teaching staff who are committed and knowledgeable about the process
- Focused, open – minded and mission-oriented faculty and should possess for creativity and innovation.

CRITERION II - TEACHING, LEARNING AND EVALUATION

1. **Title of the practice**: Provide opportunity to the students to continue academic session/ social work practicum in special circumstances.

2. **THE CONTEXT**: At time, a situation arises when a student, due to some unavoidable circumstances is unable to complete the stipulated field visit or appear from final viva voce examination which is mandatory component to pass the semester. As a result despite having cleared all theory papers he or she fails in the semester. In this context the need is felt to provide opportunity to the students to complete the components of Social Work Practicum.

3. **OBJECTIVES**:

   1. To help students to compensate field work components in unavoidable circumstances.
   2. To enable student to continue with the natural flow of semester.
   3. To motivate students to connect with their field area.

4. **THE PRACTICE**: The class Incharge and the field work supervisor keep regular supervision on the attendance and performance of the student in field work agency. Irregular students are warned and an attempt is made to make them sincere. On inadequate performance of some students he or she is personally called for an interaction and if the reasons for irregularity or obscene is found genuine, he/she is given extra time to perform incomplete task of the component. If in case a student is unable to appear for final viva-voce, the reason is ascertained and the genuine students are given a chance to complete their field visit or to appear for the viva-voce.

5. **OBSTACLES FACED**:

   1. To extend the duration for the field work practice.
   2. To arrange all the procedure for assessment.
   3. To seek the permission from field work agency.

6. **IMPACT OF PRACTICE**: Through this practice college could minimize drop-out rate and college maintain motivation in the students to connect with field.

7. **REASON RECQUIRED**: Human resource like class In-charge, field work supervisor, Field work agency and supervisor and examination committee is involved in the practice.

CRITERION III - RESEARCH INNOVATION AND EXTENSION

1. **The Title of the Practice:** "Boost in Research Culture"

2. **Objectives of the Practice:**

   a. To promote research culture among faculty and students.
   b. To encourage faculty to publish in academic forums.
   c. To promote faculty for participation in consultancy work.
   d. To identify community needs and conduct relevant extension programmes.

3. **The Context:**

The main purpose of research is to inform action, gather evidence for theories and contribute to developing knowledge in a field of study. Best practices in research are necessary and valuable in our daily lives. It's a tool for building knowledge and facilitating learning. It is a means to understand issues and increase public awareness.

4. **The Practice:**

The faculty members are motivated to participate in research seminars, conferences, workshops organized by the university and other institutions. Faculty members prepare a number of research articles on various journals. The college has been conducting opinion polls on the most important issues of the society with the help of students. By holding opinion polls students learn the process of conducting opinion polls.

Faculty members are encouraged to enroll for Ph.D. Experts are invited to orient the faculty in research methodology and in identifying research problems and developing research designs. Institution provides facilities to faculty members for under taking research projects or pursuing Ph.D. Students are encouraged to select innovative research topics for their projects.

5. **Evidence of Success:**

Conducting Seminar, conferences, workshop, opinion polls and many other. Such add – on programmes currently being administered in the college have given a big edge to the students in enhancing their research knowledge and employability. Many of these students easily get placed on the strength of their skills.

6. **Problems Encountered and Resource required:**

Library, computer facilities and other learning resources with easy access for all its constituencies.

7. **Notes (o**ptional**):**
   i. 'ARUN' Peer Review ISBN interdisciplinary research journal is published by the college teachers as well as other college teachers to write research articles on contemporary issues of the society. This practice develops essential professional skills, expansion of current body of knowledge, helps verify facts and correct information and to develop a research-based mindset in teachers.

ii.   The college provides script translation facilities to the research scholars doing research work. Script translation is a crucial part of communication in research where scholars use various languages and dialects. Translation service helps bridge language barriers and are essential for effective communication in todays globalized world.

iii.   Workshop on uses of SPSS in social sciences research was organized by the college. This Practice makes teachers and students efficient in using new tools in research work.

iv.   Faculties at the college are guiding Ph.D. students for research work along with this, Ph.D. viva are conducted at the college.

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

1. **Title of the Practice** :- Awarding Students for Book Review ("My Favourite Book Competition")

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

 Along With regular activities of the library related to catering academic services to students, 'My Favourite Book Competition' is organised wherein Student participants write their opinions on the favourite book they have come across. The objective is to make students understand the value of reaching books and to develop literary tastes in them.

3. **The Context:-**

As it is observed that interest in reading books among students has reduced considerably due to use of electronic and social media .In this context, it is a challenge to make them read literature with a deeper insight. The competition was designed in such a way as to make students express their views on the author, theme, contents through comprehensive evaluation in own words.

4. **The Practice:-**

The Participant students are required to present the evaluation about their favourite book in writing during stipulated time. It is observed that due to lack of awareness about reading resources, taste in subject, responses of students towards participation is not up to expectations. The Book Review award is conducted as "My Favourite Book Competition" to encourage book reading habits among students. The students were supposed to make written submission on different aspects involved in book reading such as title page Interpretation ,The name of book, author's introduction, authors view about the book, description of the last page of the book, readers opinion about the book like wise. The competition is conducted after issuing related book to the participants a week in advance.

5. **Evidence of Success:-**

The evaluation is conducted by the faculty and the deserving participants are awarded with prize. Participants are increasing each year resulting in developing taste of miscellaneous reading among students.

6. **Problems Encountered and resource Required:-**

1) Problem Faced in encouraging the students for reading books in this Internet era.
2) Problem to attract students to the library and motivate them to read book .
3) Lack of awareness of various sources available in the library.

CRITERION V – STUDENT SUPPORT AND PROGRESSION

1. **The Title of the Practice:** Meet the Alumni

2. **Objectives of the Practice:**

    i.   Share alumni stories to motivate and inspire students by showcasing successful career paths, achievements, and life lessons.

    ii. Foster a connection between current students and alumni, creating a supportive network for guidance, mentorship, and career advice.

    iii. Strengthen college pride by celebrating the accomplishments of alumni and their continued connection to the institution.

    iv. Strengthen the bond between the institution and its alumni, encouraging a long-lasting, mutually beneficial relationship.

3. **The Context:**

The "Meet the Alumni" podcast series was initiated to create a platform that connects current students with successful alumni, offering valuable insights, inspiration, and guidance. By uploading the series on the YouTube channel, the Student Development Cell (Student Council) aims to make these alumni stories and experiences accessible to a wider audience, providing students with real-life examples of career paths, challenges, and achievements. The podcast serves as a bridge between past and present students, fostering a sense of community, enhancing networking opportunities, and encouraging mentorship. This initiative also strengthens the bond between the school and its alumni, helping to build a support system for the growth and development of current students.

4. **The Practice:**

    i.   **Alumni Selection**: The College and Student Development Cell (student council) identifies and reaches out to alumni from various fields, ensuring a broad range of experiences and career paths to feature. The selection focuses on alumni with notable achievements who are willing to share their stories.

    ii. **Planning and Coordination**: The team organizes the schedule for recording episodes and coordinates with the alumni to ensure their availability for interviews. Each episode is designed to focus on specific themes such as career development, overcoming challenges, or personal growth.

    iii. **Interview Preparation**: A list of interview questions is prepared to guide the conversation, ensuring the alumni can share valuable insights relevant to students' interests. Alumni are briefed on the format and expectations for the podcast.

    iv. **Recording**: The interviews are recorded, using quality audio and video equipment to ensure clear, professional content. The team also ensures the environment is conducive to a smooth and engaging conversation.

    v.   **Editing and Post-production**: After recording, the podcast is edited to enhance audio quality, remove unnecessary sections, and add relevant visuals or subtitles. The

editing team also creates an engaging intro and outro, along with graphics for the YouTube video.

vi. **Uploading and Promotion**: Once the final episodes are ready, they are uploaded to the college's official YouTube channel. The team promotes the episodes through social media platforms, college newsletters, and email to ensure maximum reach among current students and alumni.

vii. **Engagement and Feedback**: After each episode is released, the team encourages students to comment, ask questions, and engage with the alumni on social media or through the YouTube comments section. Feedback is gathered to improve future episodes.

This structured execution ensures the podcast series remains professional, informative, and engaging, creating a meaningful connection between students and alumni.

5. Evidence of Success:

i. Alumni express appreciation for the platform, sharing their experiences and offering to participate in future episodes, which reflects the podcast's value in maintaining connections.

ii. Students and alumni show pride in their college, as seen through positive comments and support, reflecting that the podcast contributes to a strong college community.

iii. The podcast features a wide range of alumni from different fields, showcasing the diversity of career paths, which resonates with a broad student audience.

6. Problems Encountered and Resource required:

i. **Technical Difficulties:** Issues with audio and video equipment, or poor internet connections during remote interviews, sometimes result in subpar quality or interruptions in recordings.

ii. **Limited Resources:** A lack of advanced recording equipment or editing software can affect the production value of the podcast, making it harder to achieve professional-quality content.
Engagement Challenges: Encouraging students to consistently watch and engage with the podcast can be difficult, especially in the early stages of the series.

Resource Required:

i. **Recording Equipment:** Microphones, cameras, and soundproofing materials are necessary to ensure clear audio and video during interviews.

ii. **Editing Software:** Access to professional editing tools to enhance audio/video quality and ensure a polished final product.

iii. **Technical Support:** Skilled team members or external help to handle technical issues during recording, editing, and uploading.

iv. **Alumni Participation:** A strong network of alumni who are willing to share their experiences and insights, ensuring diverse and engaging content for students.

7. Notes (optional):Nil

CRITERION V – STUDENT SUPPORT AND PROGRESSION

1. **The Title of the Practice:** Student Development Cell's Newsletter.

2. **Objectives of the Practice:**

   i. Keep students informed about upcoming events, activities, and opportunities to participate in college initiatives.
   ii. Serve as a bridge between the student council and the student body, sharing council goals, decisions, and progress on projects.
   iii. Highlight accomplishments and news of students, recognizing individual and group successes within the college community.
   iv. Create a platform for students to share opinions, ideas, and feedback on college policies and activities, encouraging open dialogue.

3. **The Context:**

A student council newsletter serves as a dynamic tool to bridge communication between the student council and the student body. It provides regular updates on council initiatives, upcoming events, and important announcements, ensuring students stay informed and engaged with college activities. The newsletter creates a platform for celebrating student achievements, sharing resources, and promoting college spirit. By offering insights into council decisions and fostering transparency, it encourages student involvement and voices to be heard. Ultimately, the student council newsletter strengthens college community bonds and enhances student participation in shaping their college experience.

The student council newsletter was initiated to improve communication and transparency between the student council and the student body. It was created as a platform to keep students informed about council activities, college events, and important updates, ensuring that everyone feels included and up-to-date. Additionally, the newsletter aims to celebrate achievements, share valuable resources, and boost college spirit. By providing a regular, accessible channel for council news, the initiative encourages student engagement, fosters a sense of community, and empowers students to take an active role in shaping their college environment.

4. **The Practice:**

The SDC's Newsletter is one of the flagship projects of the student council, whose idea cultivated in the mind of the students and executed by the students themselves. Here are the steps used for creating SDC Newsletter, *these steps are named as "6Cs":*

   i. **Committee formation:** A mix committee body of students (Media Representatives in student council) & Faculty is formed to systematically execute and supervise this project.
   ii. **Content Planning:** Brainstorming topics for each section, including updates on recent projects, upcoming events, student achievements, and helpful resources. Feedback from students is also gathered to address their interests and concerns.

iii. **Content Creation**: Committee members and volunteer writers drafts articles, announcements, and event summaries. Student photographers contributed images, while designers created engaging layouts to make the newsletter visually appealing.

iv. **Content Check**: Faculty advisors review the content for accuracy, clarity, and appropriateness, providing feedback to ensure that the information is accessible and aligned with college policies.

v. **Creative Composition**: Using software like Canva or PosterMyWall, the team creates an organized, visually appealing layout, incorporating clear sections, graphics, college colors, and student photos to foster readability and college pride.

vi. **Circulation**: After final approval, the newsletter is distributed via email, posted on the college website, and provided in print, making it widely accessible to all students.

5. Evidence of Success:

i. Positive feedback from teachers and administrators reflects the newsletter's quality and its value in enhancing the school community.

ii. Surveys or informal feedback indicate that students appreciate the updates and feel more connected to the council's initiatives.

iii. An increasing number of students reading or subscribing to the newsletter indicates growing popularity and engagement.

6. Problems Encountered and Resource required:

i. **Time Constraints**: Balancing newsletter tasks with academic and extracurricular activities makes meeting deadlines challenging for the student council.

ii. **Content Approval Delays**: The review and approval process by faculty or administration sometimes delays publication, affecting timely updates.

iii. **Technical Issues**: Limited access to professional design tools and software affects the quality and consistency of the newsletter's layout and presentation.

Resource Required:

i. **Design Software**: Access to programs like Canva, PosterMyWall, or similar tools is needed to create visually appealing layouts.

ii. **Guidance and Training**: Workshops or sessions on writing, editing, and design help improve the team's skills and newsletter quality.

iii. **Printing Budget**: Funds for printing physical copies are required.

iv. **Survey Tools**: Tools to collect feedback from students on newsletter content and engagement are needed to help improve future issues.

v. **Volunteer Support**: A team of student volunteers or club members specifically dedicated to content creation, photography, and distribution is essential.

7. Notes (optional):Nil

CRITERION VII - INSTITUTIONAL VALUES AND BEST PRACTICE

1. **The Title of the Practice:** Shiksha Sathi

2. **Objectives of the Practice:**

   a. Facilitate an environment where students actively engage in teaching and learning from each other to reinforce understanding of key concepts.
   b. Foster teamwork and collaboration among students by organizing group study sessions, and discussions that encourage sharing diverse perspectives and skills.
   c. Provide opportunities for students to improve their teaching and communication skills, empowering them to effectively share knowledge with peers.
   d. Establish a mentorship program where more experienced students guide and support their peers, creating a culture of mutual aid and academic support.
   e. Instill a sense of responsibility and initiative in students to take charge of their learning journey and seek knowledge beyond the classroom setting.

3. **The Context:**

The idea for such a practice in the college took birth from the **minds of student themselves**. The class of MSW I (2023), comprised of Students coming from diverse backgrounds. Many came from good educational background, having exposure to technologies and resources; while on the other hand, there were also a good number of students who came from rural background with minimum to no exposure to technologies and other resources. Now in the classroom, often the former category of students outperformed the later ones, in classes, exams, and field practices.

When exams approached, many students used to request their fellow peer to explain some concepts, to take some coaching classes, and to prepare them for the coming exam. In such a moment, an idea arose to create such a forum, where students can teach and mentor fellow students. The knowledge gap between students of a same classroom was clearly visible, therefore students themselves sought to have this forum.

4. **The Practice:**

The idea of sharing and growing knowledge was implemented by the students taking charge of the initiative. Multiple before exam classes were organized and advertized among the class of MSW I which received good appreciation and participation from the students. Later, few trainers among students were identified who would volunteer to train and led the classes and sessions.

This team of trainers then conducted multiple group studies in 3 different locations and environments, i.e. college classroom & library, homes, and open space areas. Even tools like blackboard, whiteboard, PowerPoint presentation & Ms Word were used for increasing the effectiveness of the sessions. Often times, due to tight schedules and limitations, students took online platforms likes Zoom & Google meet to conduct sessions and classes.

The sessions included students raising questions and queries regarding their syllabus, foundational concepts and the trainers answering and facilitating knowledge sharing. At

multiple times, the trainers and the team of volunteers were engaged in identifying students in need of personalized coaching and mentoring, and then helping them in gain knowledge.

5. Evidence of Success:

This practice of peer teaching and learning had huge impact on the personal and professional lives of the students, as well as on the college environment.

- Through these practices, many student trainers were identified and came to limelight. The forum gave opportunity for students to enhance their leadership and teaching skills, and enhance their positive influence in the college.
- Improved grades and exam performance among participants compared to previous exams & student level assessment show enhanced understanding of course material. For instance, if students involved in peer teaching demonstrate a 15% increase in exam scores over a semester, this suggests effective knowledge sharing.
- Self-reported improvements in communication and teamwork skills among participants further validate the program's effectiveness.
- Positive student feedback, with participants reporting satisfaction and perceived value in peer learning sessions, indicates a successful initiative. Qualitative comments may highlight benefits like improved confidence and understanding.
- For Admission to the specialization required students to achieve good marks to be able to secure their seats. This practice of peer learning and knowledge sharing impacted students academic marks, which enabled them to secure seats in their preferred specialization.
- This Idea of Peer learning was spread all across the college and students made plans in their respective classes to do the same.

6. Problems Encountered and Resource required:

1. Time Constraints: Students often juggle multiple commitments, making it hard to find time for peer learning activities.
2. Communication Barriers: Differences in communication styles and language proficiency hindered effective collaboration.
3. Resource Limitations: Limited access to study materials, technology, or venues restricted the initiative's effectiveness.

Resource Required:

1. Facilitators and Trainers: Experienced facilitators to guide sessions and provide training on teaching methodologies.
2. Digital Platforms: Online tools (e.g., forums, video conferencing) to facilitate remote collaboration and resource sharing.
3. Marketing and Communication: Resources for promoting the project through posters, social media, and word of mouth to raise awareness and encourage participation.