

A MANUAL FOR
SELF-STUDY OF
SOCIAL WORK INSTITUTIONS

by the
National Assessment and Accreditation Council

2005

PREFACE

This Manual for Self-Study of Social Work Institutions is a significant landmark in the development of social work education in India. It is the outcome of the proceedings of the National Seminar on Standards for Assessment of Quality in Social Work Education organised by the Tata Institute of Social Sciences, and sponsored by the National Assessment and Accreditation Council, on November 11-13, 2003. The Seminar aimed at developing standards in social work education, for the NAAC criteria of assessment and accreditation.

The documents referred to for preparation of the Manual include the NAAC documents, the Report of the National Seminar on Standards for Assessment of Quality in Social Work Education and the following documents circulated/ displayed at the National Seminar:

- *Review of Social Work Education in India - Retrospect and Prospect: Report of the Second Review Committee on Social Work Education*, by University Grants Commission, 1980.
- *UGC Model Curriculum on Social Work Education*, by University Grants Commission, 2001.
- *Draft Sourcebook on Methodology for Social Work Education*, prepared by the Social Work Education and Practice Cell, Tata Institute of Social Sciences, 2003, now published as *Methodology of progressive Social Work Education*, by Rawat Publishers, 2004.
- *Social Work Knowledge Development and Dissemination: Report of a National Workshop*, by Tata Institute of Social Sciences, 2000.

The manual is divided into three chapters.

Chapter I on 'Introduction' introduces the NAAC objectives, stages and grading for assessment and accreditation and preparation of the self-study report. It then provides information about the unit, criteria, and weightage for assessment and accreditation of institutions for social work education and role of the Peer Teams for the same.

Chapter II on 'Standards for Criteria of Assessment of Institutions for Social Work Education' starts with the definition and perspective of social work education. It then provides the concept and the standards for each of the seven criteria of assessment for an institution for social work education.

Chapter III on 'Questionnaire and Documents' provides the questionnaire for the self-study report, the list of documents that should accompany the report and a list of documents to be displayed during the Peer Team visit.

The Manual will be useful in the following ways:

- 1) It will provide the benchmarks for Social Work Programme.
- 2) Institutions for social work education can use the Manual for capacity building and to prepare for accreditation

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Chapter I

INTRODUCTION

NAAC OBJECTIVES, STAGES AND GRADING

Objectives

Higher education needs to maintain accountability to its stakeholders, including the students, the profession, teachers, staff, employers and society at large and, therefore, accreditation of institutions of higher education becomes imperative. The National Assessment and Accreditation Council (NAAC) was established in 1994, as an autonomous organisation, under section 12CCC of the University Grants Commission (UGC) Act of 1956. The primary objectives of NAAC are promoting, evaluating and maintaining the quality of higher education in India. For this purpose, it provides criteria and a process of periodic assessment and accreditation that are holistic, objective, systematic, data-based and transparent. The approach to assessment and accreditation is flexible and sensitive to diversity.

Stages

NAAC has formulated a three-stage process for assessment and accreditation of institutions as follows:

- *Preparation of a Self-Study Report by the institution, to be submitted to NAAC;*
- *Validation of the Self-Study Report by a Peer Team through an on-site visit; and*
- *The final decision of NAAC based on the Self-Study Report and the recommendations of the Peer Team.*

This Peer Team judgement is placed before the Executive Committee of NAAC along with a descriptive report. The Executive Committee of NAAC reviews the report of the Peer Team and takes a decision about grading of the institution, which would be valid for five years. The criterionwise scores, the total score, the overall grade and a qualitative report by the Team, that would highlight the strengths and weaknesses of the institution under the various criteria, are intimated to the head of the institution. The report is then placed on the NAAC website for public disclosure.

Grading

The institutions for social work education will be graded on a nine-point scale according to the standards identified in the next chapter. The grading should be done with reference to how the institution has creatively evolved innovative practices according to the availability of the opportunities, environment, financial and other resources. Quality could also be determined by assessing the changes that are made by the institution in the environment, within and outside.

Overall Score of the Institution (upper limit exclusive)	Grade
95-100	A++
90-95	A+
85-90	A
80-85	B++
75-80	B+
70-75	B
65-70	C++
60-65	C+
55-60	C
Less than 55	Not Accredited

PREPARATION OF THE SELF-STUDY REPORT

Purpose

The basic assumption of NAAC is that the academic world is a self-directed world that needs to maintain accountability through an efficient information management system. Therefore, the first and the most important step in the process of assessment and accreditation is the preparation of the self-study report by the institutions for social work education. It is through the self-study report that NAAC and the Peer Team understand the institution and, in fact, it is this report that is validated at the time of the Peer Team's visit to the institution.

Self-study is an internal exercise, aimed at providing an opportunity to the institution to self-assess its areas of strengths and weaknesses with reference to the inputs, processes and outputs. NAAC believes that an institution, that really understands its strengths and weaknesses as well as its potentials and limitations, is likely to be more successful in achieving excellence in its educational mission than the one without such self-awareness. Self-study is thus envisaged as the backbone of the process of assessment and accreditation.

Steering Committee

The institution should constitute a steering committee to prepare the self-study report, coordinated by a faculty member, who should have:

- Sufficient knowledge of the institution
- Goodwill on the campus
- Interest in accreditation
- Access to the institution data

Format

The institution can achieve self-assessment, by presenting the factual details of all the aspects of its functioning, with honest introspection. The Self-Study Report should have the following two parts:

Part I - Questionnaire and Documents: Responses to the criterion-wise questionnaire and compilation of relevant documents to accompany the questionnaire.

Part II - Self-Analysis: Narrative and summative analyses of criterionwise and overall strengths and weaknesses based on the responses to the questionnaire, with reference to the standards and self-scoring.

UNIT, CRITERIA AND WEIGHTAGE

Following are the seven criteria of NAAC:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Organisation and Management
7. Healthy Practices

Following is the table with weightage for NAAC criteria and a column for filling the criterionwise and total score for the institution for assessment and accreditation for social work education.

No.	Criteria for Assessment and Accreditation	Weightage		
		University	Affiliated/ Constituent Colleges	Autonomous Colleges
1	Curricular Aspects	015	010	015
2	Teaching-Learning and Evaluation	025	040	030
3	Research, Consultancy and Extension:	015	005	010
4	Infrastructure and Learning Resources	015	015	015
5	Student Support and Progression	010	010	010
6	Organisation and Management	010	010	010
7	Healthy Practices	010	010	010
	Total	100	100	100

ROLE OF THE PEER TEAMS

On receiving the self-study report from the institution, NAAC constitutes a Peer Team to visit the institution, and validate the report. The composition and size of the Peer Team depend on the structure, size and special foci of the institution.

Though the peers are experts known for their integrity, they are required to sign the 'No Conflict of Interest Statement', in order to ensure objectivity. It makes sure that the peer does not belong to the same state where the institution is located and that he/she has no affiliation with an institution competing directly with the institution to be

assessed. It also requires a certification from the peer that he/ she has no involvement in the institution to be assessed, directly or indirectly, through any close relatives, in the past or at present, as either an employee or a member of any official body, or a consultant or even a graduate.

The head of the institution signs a similar statement, certifying that none of the members of the proposed team will be appointed, at least for a year, to any important assignment in the institution.

Chapter II

STANDARDS FOR CRITERIA OF ASSESSMENT OF SOCIAL WORK INSTITUTIONS

DEFINITION AND PERSPECTIVE OF SOCIAL WORK EDUCATION

This Manual for Self-Study of Social Work Institutions is developed in the context of the definition and perspective of social work education, as discussed below.

Definition of Social Work Profession

In July 2001, the International Association of Schools of Social Work and the International Federation of Social Workers adopted the following international definition of social work: “The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work”.

Perspective of Social Realities

Historically, systemic discrimination of vulnerable groups because of their attributes such as sex, ethnicity, age, health, economic background and sexual orientation, has resulted in marginalisation of women, Dalits, tribals/ indigenous people, nomadic communities, landless and small farmers, the labour class, children, youth, persons with disabilities, mental or terminal illness, or varying sexual orientations, and others. The socio-economic-political institutions/ systems of family, community and state, which are supposed to protect and enhance the security of the human person, have taken on a life of their own. Together with the corporate sector and the mass media, these institutions have reinforced such domination and marginalisation, violating peoples’ basic rights to food and nutrition, water and sanitation, livelihood and employment, health, housing, environmental sustainability, literacy and basic education and so on.

The above problems are aggravated by the production and consumption-based ‘development’ that has widened the disparities and created new hierarchies between and within nations. Now liberalisation, privatisation and globalisation, pressured by the international institutions, promote minimum government interference and consider market as the sole social regulator. These processes have led to social displacement, environmental devastation and the wiping out of cultural and biological diversity. In such a scenario, poverty, social conflict and environmental disasters are on the increase.

To counter these economic-political forces, action groups are emerging, resulting in new social movements, aiming towards sustainable and people-centred development, promoting the values of social equity, local self-governance, democratic pluralism, people’s participation, self-reliance and peace and collaborative social dynamics.

Social work profession has a significant role to play in this context of the resurgence of the civil society.

Goals of Social Work Profession

In the backdrop of the contemporary social realities, in their historical context, the following are identified as goals of the social work profession:

1. Promote values of human dignity and self worth of every person, social justice and human rights, democratic pluralism, people's participation and self determination, local self-governance, peace and collaborative social relationships;
2. Challenge the systemic discrimination and marginalisation of vulnerable groups because of their sex, ethnicity, age, health, economic background, sexual orientation and other such attributes, and recognise strengths in and facilitate inclusion of marginalised groups such as women, Dalits, tribals/ indigenous people, nomadic communities, landless and small farmers, the labour class, children, youth, older persons, and persons with disabilities, mental or terminal illness, or varying sexual orientations;
3. Work for democratisation of the socio-economic-political systems, aiming at empowerment of vulnerable groups to promote their basic rights such as food and nutrition, water and sanitation, livelihood and employment, health, housing, environmental sustainability, literacy and basic education and relief and rehabilitation of victims of displacement, social conflict and environmental disasters; and
4. Use culture-sensitive evidence-based methods of prevention and amelioration of social problems, within the generalist, clinical and social action approaches of social work, participatory training, legal aid, advocacy and public interest litigations, conflict resolution, relief and rehabilitation in emergency situations, and administration of non-profit organisations and policy and programme planning, implementation, monitoring and evaluation.

Mission of Social Work Education

Drawing from the goals of social work profession, the following mission is identified for social work education:

- Prepare qualified social work personnel and provide continuing education to them for social work practice, administration, education, training and research, to meet the goals of the profession. This is to be achieved by way of development of a critical consciousness in students, through a process of critical pedagogy, so that they become aware of the social ills of society and are motivated to alleviate them. The approach to be used is student-centred dialogical classroom teaching-learning, self-study, supervised fieldwork practicum and practice-based research.
- Undertake field action projects for demonstration of the role of social work professionals and innovative social work practice, administration, training and practice-based research and provide fieldwork placement to students.

- Develop and disseminate knowledge for evidence-based social work practice, administration, education, training and research. The methodology used is an integration of knowledge and action, based on a critical inquiry into multidisciplinary and applied social science knowledge, practice wisdom, practice-based and participatory research, documentation of best practices, policy analysis and so on.
- Provide consultation on social work, welfare and development policies and programmes, teaching and research, to the voluntary, government, international and other academic organisations; and strengthen professional associations in social work.
- Promote an egalitarian, participatory and democratic educational system and denounce a hierarchical, authoritarian and alienating educational system. Make a commitment to praxis, that is an ongoing process of moving between a critical perspective, one's teaching, field action, research, administration and consultation, and evaluative reflection and back again to a critical perspective.

Objectives of Social Work Education

Drawing from the mission of social work education, the objective of social work education is imparting integration of social work knowledge, attitude and skills. The specific knowledge, attitude and skill objectives of social work education are identified as follows:

Knowledge Objectives: The knowledge objectives of social work education are to critically evaluate multidisciplinary knowledge, to understand the contemporary reality in the historical context and local reality in the national and international context, with specific reference to the following aspects:

- Roles played by ideologies in the development of alternate viewpoints;
- Dynamics of human development and behaviour in the context of the social systems such as family and community;
- Political economy of the corporate sector, mass media and the state, from local to national levels, influenced by international institutions;
- Systemic marginalisation of vulnerable groups and emerging social conflicts; and
- History, values and ethics, functions and methods of social work profession.

Attitude Objectives: The attitude objectives of social work education are to develop critical self-awareness, with reference to the following ideological and ethical requirements of social work profession:

- *Professional attributes such as humility, honesty, integrity, trustworthiness, optimism and commitment to work;*
- Values of social justice and human rights, democratic pluralism, people's participation and self-determination, local self-governance, peace and collaborative social relationships;
- Sensitivity to marginalisation of vulnerable groups such as women, Dalits, tribals/indigenous people, nomadic communities, landless and small farmers, the labour class, children, youth, older persons, persons with disabilities, mental or terminal

- illness, or varying sexual orientations, and others and recognising strengths in them; and
- Ethical behaviour with reference to self, marginalised groups, society and the state, colleagues and the employing organisation, education, training and research, and towards the profession.

Skill Objectives: The skill objectives of social work education are to develop people-centred skills in the following areas:

- Self-awareness and self-esteem, positive, creative and critical thinking, enhancing positive emotions and minimising negative emotions, assertive and sensitive interpersonal communication and synergy in social interactions and relationships;
- Culture-sensitive evidence-based methods of prevention and amelioration of social problems, drawing linkages across the micro, meso and macro levels, within the generalist, clinical and social action approaches of social work;
- Participatory training and supervision of fieldwork, legal aid, advocacy and public interest litigations, conflict resolution and relief and rehabilitation in emergency situations;
- Administration of non-profit organisations, including policy and programme planning, implementing, monitoring and evaluation; and
- Practice-based and participatory research.

The following sections provide the concepts and standards for the NAAC criteria, in the context of the perspective of social work education.

CRITERION 1: STANDARDS FOR CURRICULAR ASPECTS

Concept

The curriculum of social work education comprises of a sequential plan of the following aspects, in the context of the objectives of social work education, relevant to the local social realities:

1. Curricular aim by levels of the programmes
2. Curricular aspects of subject framework
3. Curriculum structure
4. Process of curriculum development and review

Standards

1.1 Curricular Aim by Levels of the Programmes

1.1.1 Clarity of Mission, Aim and Objectives

- The institution for social work education has a perspective and mission statement.
- The aim and the knowledge, attitude and skill objectives of each of the academic programmes are appropriate to the level at which it is offered and relevant to the local social realities. Preferably, the objectives are specified for each year and each semester.

1.1.2 Curricular Aim by Levels of the Programmes

- If a BSW programme is offered, it aims to prepare generalist social work practitioners.
- *If an MSW programme is offered, it aims to prepare advanced generalist social work practitioners, with a focused training in a field of specialisation or in one or two areas of concentrations.*
- *A five-year integrated programme tried out aiming at a multi-entry and multi-exit system offered where students can enter, move out of the system with a certification and come in again with experience at any point of time.*
- *If the institution for social work education offers an MSW programme, it also offers a one-year post-MSW certificate/ diploma programme for specialisation in a social work function such as social welfare/ development policy planning and administration, social work research, social work education, advanced social work practice in a specialised field, or international social work.*
- *If an MPhil and PhD programme in social work is offered, it aims at preparing professionals for development and dissemination of social work knowledge.*

1.1.3 Prospectus

- *The prospectus of the institution for social work education includes the perspective and mission, aim and objectives; and requirements of subjects, fieldwork practicum, and project report. Preferably, the prospectus is updated annually.*

1.2 Curricular Aspects of Subject Framework

Subject framework in social work education comprises of the core of the basic social work subjects and fieldwork practicum, the allied subjects, the optional/ application subjects and the specialisations or concentrations.

1.2.1 Basic Subjects

- The basic social work subjects and fieldwork practicum, relevant to the subjects taught, are offered as the core of the social work curriculum. The basic social work subjects are grouped into the following three categories:

Ideologies, Values and Social Work: **‘History of Ideologies, Social Change and Social Work’** and **‘Social Justice, Human Rights and Social Work’**.

Approaches and Methods of Social Work: ‘Generalist Social Work’, ‘Clinical Social Work’, ‘Social Action’, ‘Family Social Work’, ‘Community Social Work’, ‘Administration of Non-Profit Organisations’, ‘Participatory Training and Supervision of Fieldwork’, ‘Social Issues of Marginalisation of Vulnerable Groups and Social Work’, ‘Social Work in Social Conflict and Emergency Situations’, ‘Mass Media, Communication and Social Work’ and ‘Social Work Research’.

Governance, Welfare and Development: ‘Welfare and Development Policies and Schemes’, ‘the United Nations System and Globalisation’, ‘Development

Alternatives’, ‘Local Self-Governance and Social Development’, and ‘Social Legislation, Legal Systems and Legal Advocacy’.

1.2.2 Allied Subjects

- *The curriculum for the allied subjects for the BSW programme is drawn from Humanities and Social Sciences. Humanities would include subjects such as English Language and Literature, Hindi/ Local Language and Literature and Philosophy/ Fine Arts/ History. Social Sciences would include subjects such as Psychology, Sociology, Anthropology, Political Science, Economics and Demography.*
- *In the MSW programme, allied subjects are offered in Inter-Disciplinary and Applied Social Sciences and other allied sciences, taught by teams of social work faculty members and those from the respective disciplines. These are identified from subjects such as Human Development, Applied Psychology, Society and Social Systems, Social Anthropology, Political Economy, Demography and Population Dynamics, Women’s Studies, Dalit Studies, Environmental Studies and so on.*

1.2.3 Optional Subjects

- Optional subjects are offered from the following categories of subjects, identified for their relevance in the local context:

Issues and Intervention for Sectorwise Human Rights: Issues and Intervention for Right to Physical Health/ Mental Health/ Reproductive and Sexual Health/ Literacy and Basic Education/ Food and Water Security/ Livelihood and Employment/ Credit and Income Generation/ Environmental Sustainability/ Land and Housing/ Sustainable Agriculture, Forestry and Animal Husbandry.

Issues and Intervention for Human Rights of Marginalised Groups: Issues and Intervention with Women/ Dalits and Labour/ Tribals and Nomadic Communities/ Children, Adolescents and Youth/ Older Persons and Persons with Disabilities and so on.

Issues and Intervention for Human Rights in Social Conflict and Emergency Situations: Issues and Intervention in Situations of Family Violence/ Substance Abuse/ Trafficking and Sale of Persons/ Communalism and Collective Violence/ Conflict with Law/ Displacement and Refugees/ Environmental Disasters and so on.

- Provision is made for auditing subjects.

1.2.4 Specialisations/ Concentrations

- No specialisations/ concentrations are offered at the BSW level.
- If specialisations/ concentrations are offered at the MSW level, the first year provides mainly the basic, allied and optional subjects.

- If specialisations are offered at the MSW level, an advanced specialisation in Generalist Social Work is also offered.
- Students are provided adequate information and guidance to make an informed and planned selection of the optional subjects and specialisation/ concentrations.
- If specialisations are offered at the MSW level, these are planned according to one of the following classifications:

Classification by Approach of Social Work Intervention: ‘Clinical Social Work Approach’/ ‘Social Action Approach’/ ‘Generalist Social Work Approach’ (Clinical and Social Action Approach).

Classification by Levels of Social Work Intervention: ‘Direct Social Work Practice’ (at the micro level)/ ‘Policy and Programme Planning’ (at the macro level)/ ‘Generalist Social Work Approach’ (at the micro and macro levels).

Classification by Issues and Social Work Intervention for Sectorwise Human Rights: Issues and Social Work Intervention in Sectors such as Health/ Environmental Sustainability/ in Social Conflict and Emergency Situations/ Rural Development/ Urban Development/.

Classification by Issues and Social Work Intervention for Human Rights of Specific Groups: Issues and Social Work Intervention with Groups such as Women/ Urban Marginalised/ Rural Marginalised/ Children, Adolescents and Youth/ Older Persons and Persons with Disabilities.

1.3 Curriculum Structure

The curriculum structure for social work education includes allocation of credits/ hours and marks to the curricular components of class-work, fieldwork practicum, project reports and non-graded curricular and co-curricular workshops and seminars, and their scheduling into semesters and years.

1.3.1 Overall Curriculum Structure

- The semester system is followed instead of the annual system.
- Academic calendar comprises of at least 15 weeks or 90 days per term/ semester and an annual calendar of at least 30 weeks or 180 days.
- Weekly timetable minimally comprises of 40 hours per week. That amounts to seven hours per day (9 to 4 or 10 to 5) for six days a week or eight hours per day (9 to 5) for five days a week.
- Linkages between class-work, fieldwork practicum, project reports and non-graded curricular and co-curricular workshops and seminars are planned every semester/ term.

1.3.2 Allocation of Credits, Hours and Marks

- Minimum hours for fieldwork practicum per week are 15 and marks for fieldwork practicum comprise at least one-third of the total.

- At the BSW level, class-work is required for 14 hours per week. BSW students required to take seven subjects per semester, if each subject is being taught for two hours per week for 15 weeks, that is carries two credits or 50 marks. In the annual system, students are required to take 14 subjects of 50 marks each, or seven subjects of 100 marks each.
- At the MSW level, class-work is required for 12 hours per week. MSW students required to take six subjects per semester, if each subject is being taught for two hours per week for 15 weeks, that is carries two credits or 50 marks. In the annual system, students are required to take 12 subjects of two credits or 50 marks each, or six subjects of four credits or 100 marks each.
- At the MSW level, students are required to do a project report on an advanced term paper/ research project/ advanced fieldwork, according to their aptitudes. This report is allocated eight credits or 200 marks.

1.3.3 Non-Graded Curricular and Co-Curricular Workshops and Seminars

- Curricular workshops and seminars such as workshops for life skills and social work skills and fieldwork and research seminars are planned according to the objectives of the year and the semester, for a minimum of four hours per week.
- Co-curricular workshops are conducted for study skills, such as skills for use of the library and the Internet, use of computer, writing assignments and class presentations.
- Co-curricular workshops are conducted for skills for professional advancement, that is skills for preparing resumes, identifying jobs and preparing applications, job interviews and group discussions, identifying avenues for higher studies and preparing applications, preparing for preparing project proposals and so on, towards the end of the programme.

1.3.4 MPhil and PhD Programmes

- The MPhil and PhD programmes in social work comprise of the following components:
 - Class-work in research methodologies and application of statistics, with specific focus on practice-based research and policy analysis.
 - *Pre-doctoral/ MPhil papers on review of social science theories, methodology and research on/ dissertation on select issues of a marginalised group and intervention in the Indian situation.*
 - Skill workshop on methodology of social work education, including curriculum planning, teaching-learning and evaluation methods, knowledge development and dissemination and so on.
 - Thesis on development of knowledge in one substantive area of social work practice/ policy planning/ administration/ education/ training, or practice innovation and an oral examination of the same.

1.4 Process of Curriculum Development and Review

- Curriculum development/revision is based on changing social realities, development in knowledge, research-practice linkages, emerging job opportunities and so on.

- At the end of each year, students share written and oral review of the class-work, fieldwork practicum, project report and non-graded curricular and co-curricular workshops and seminars and the curriculum structure.
- Annual curriculum review is carried out in the following manners:
 - Each social work subject is annually reviewed and revised based on reflections, new reading and new understanding gained by the teacher, and written and oral feedback from students.
 - After each term/ semester, groups of educators teaching related subjects review their subjects together.
 - *All the students and all the faculty members review the whole curriculum at the end of the year and revise it.*
 - Agency fieldwork supervisors and other practitioners are invited to give feedback on the developments in the field, which need accentuation in the class.
- *Every five years or so, workshops are organised with all the faculty members of the institution for social work education, alumni, employers and select other institutions for social work education, for a comprehensive review and renewal of the curriculum.*

CRITERION 2: STANDARDS FOR TEACHING-LEARNING AND EVALUATION

Concept

The social work teaching-learning and evaluation process requires knowledge that is contextualised culturally and historically, and is shaped by the dialogical interaction between students, faculty members and the field. Methods in social work education are as important to the learning process as methods in social work practice are to the intervention process. In order for the teacher-learner transaction to give the same dynamics to teaching as the worker-client transaction gives to practice, the educator should be sensitive to students' aptitudes and facilitate learning through a dialogical approach rather than merely transmit knowledge. This criterion is divided into the following sections:

1. *Teaching-Learning and Evaluation of Subjects*
2. *Teaching-Learning and Evaluation of Fieldwork Practicum*
3. *Teaching-Learning and Evaluation of Project Report*
4. *Use of Alternate Modes of Education*
5. *Teaching-Learning for Skill Workshops*
6. *Examination, Re-evaluation, Results, Certification and Prizes*
7. *Competence of Social Work Faculty Members*

Standards

2.1 *Teaching-Learning and Evaluation of Subjects*

- The basic social work subjects are taught by social work faculty members.

- If the total intake is large, the class is divided into groups so that a class does not have more than 30 students.
- Research-based teaching of subjects is implemented.
- Cross-cultural issues are emphasised in teaching.
- Lectures are interactive or followed by discussion.
- **Field practitioners are invited as guest lecturers.**
- Blackboards, flipcharts, overhead projector, radio, television, audio and video cassettes, slide shows, LCD projections, Internet and other aids are used for teaching-learning.
- Methods used include experiential exercises, group discussion, field projects, drama and songs, discussion of case studies, newspaper clippings or creative literature, onsite visits, presentation of written assignments in seminar courses, and so on.
- Space created for themes of students' interest.
- Subject outlines are circulated to the students in the beginning of the semester/year and kept in the Library. Subject outlines include the following aspects: Title, basic/ allied/ optional/ specialisation/ concentration subject, knowledge, attitude and skill objectives, total marks and credit hours, organisation of the content in the time schedule, methods and tools of teaching-learning, linkage with fieldwork practicum, recommended books, journals and articles, recommended audio-visual aids and case illustrations and methods and criteria of evaluation.
- Students are encouraged to buy relevant books.
- Type of evaluation of a subject is decided on the basis of the level of the programme and objectives of the subject: Written examination (essay or objective type, open book examination, case study or problem-centred examination), assignments, reflective diaries, class presentation, oral examination and so on.
- Students participate in the evaluation process.
- Feedback on assignments is provided to students within one month of submission.

2.2 **Curricular Aspects of Fieldwork Practicum**

Fieldwork practicum is a closely supervised educational internship in a social work setting that provides planned opportunities to apply theory taught in classrooms to field situations, which, in turn, enhances classroom learning.

2.2.1 *Objectives and Manual*

- Fieldwork practicum specifically aims at the following objectives:
 - Observation and understanding of the interaction between human behaviour and the social, economic and political systems and systemic marginalisation of vulnerable groups, at the micro level.
 - Development of critical self awareness about one's attributes, values and sensitivities with reference to the ideology of social justice and human rights and ethical requirements of social work profession, through experience.
 - Learning and practice of social work methods and skills for prevention and amelioration of social problems, at micro, meso and macro levels, administration of non-profit organisations and documentation, monitoring and evaluation of one's social work intervention.

- Objectives of fieldwork practicum are coordinated with the overall knowledge, attitude and skill objectives appropriate to the level of the programme and the theories taught in class-work.
- Fieldwork objectives are differentially worked out for each semester/ term.
- Fieldwork manual covering the aim and objectives, components, role of faculty advisors, fieldwork supervisors and field contacts, format for process and summary recordings, administrative rules, code of conduct and ethics, marks/ credits, assessment criteria and procedure and so on, is distributed to all the students and fieldwork supervisors at the beginning of the year. Preferably, the fieldwork manual is reviewed every five years.

2.2.2 **Practicum Components**

- Fieldwork practicum comprises of the following components:
 - Life skill workshops
 - Organisational visits
 - Concurrent fieldwork
 - Block fieldwork
 - Social work skill workshops
 - Rural/Tribal camp/study tour
- Workshops are conducted for development of life skills such as self-awareness and self-esteem, positive, creative and critical thinking, enhancing positive emotions and minimising negative emotions, assertive and sensitive interpersonal communication and synergy in social interactions and relationships.
- Workshops to develop social work skills are organised by fieldwork supervisors in coordination with the social work method teachers.
- Manuals are developed for skill training.
- Organisational visits, followed by discussion, acquaint students to the social work scenario.
- Rural/ tribal camps are organised to expose students to the problems and issues of the rural marginalised.
- Study tours of innovative projects are organised in rural/ urban areas.
- Concurrent/ block fieldwork during the programme provides for graded opportunities, for process-oriented, sustained intervention with specific groups, according to the level of the programme.
- Holistic approach to practice, practice-based research and researched fieldwork is emphasised.

2.2.3 **Selection of Fieldwork Settings for Concurrent/ Block Fieldwork**

- Criteria for selection of fieldwork settings for concurrent/block fieldwork include the following:
 - A variety of learning opportunities are available to practice all the methods of social work as far as possible.
 - Opportunities are available to work with social issues of rural/ urban poor and other vulnerable groups.
 - Scope is available for students' creativity and initiatives.

- Range of diverse settings made available including institutional/ open/ government/ non-government agencies.
- More unstructured and challenging settings are tried out, with a social issue being the entry point for interventions, especially in areas where structured fieldwork agencies are not adequate.
- Students are involved in intervention during emergency situations like riots, cyclone and earthquake and specific time-bound, issue-based campaigns.
- Fieldwork placements are selected on the basis of the objectives at each level and student needs.
- Students are allowed to select their fieldwork setting in the final year.
- Periodic review is carried out of the 'practicum-worthiness' of the current settings and identification of new agencies.

2.2.4 Selection and Preparation of Fieldwork Supervisors

- Fieldwork supervisors are professional social workers with a BSW degree and a minimum of three years of field experience, or an MSW degree with a minimum of two years of field experience.
- Orientation and reading material is made available for new fieldwork supervisors.
- Faculty members are required to undergo periodic refresher courses in fieldwork supervision.
- Field supervisors' meetings are regularly held for discussion of issues and innovations in supervision of fieldwork.

2.2.5 Role of Fieldwork Supervisors

- Role of fieldwork supervisors include the following:
 - Hold individual conferences of at least 30 minutes' duration per student, per week.
 - Check students' recordings on a weekly basis, make written comments on them and discuss the same in the individual conferences.
 - Hold at least one group conference in a month wherein each student is given the opportunity to make at least one presentation in a year.
 - Make regular visits to the fieldwork settings for discussion of the students' plans and progress.
- Faculty fieldwork supervisors are actively involved in the fieldwork setting.
 - Field supervisors are reimbursed commuting expenses to fieldwork agencies.
 - Written/ audio/ video recordings of students' fieldwork are used for classroom teaching.

2.2.6 Role of Students

- Students actively participate in the planning, organisation, and direction of learning opportunities.
- Students are involved in identifying learning needs for focused input in the conferences.
- Students initiate new thrusts or activities and pioneer new services.
- **Students share fieldwork experiences in fieldwork seminars.**

2.2.7 Fieldwork Evaluation

- At least two evaluation exercises are carried out in a year (one at the end of the semester or term and another at the end of the academic year).
- Criteria for fieldwork evaluation are clear, based on fieldwork objectives and reviewed every five years.
- Evaluation is recorded in the form of summary description of performance rather than mere assignment of marks for each criterion.
- Students are provided an opportunity for self-evaluation.
- Procedures for moderating/ standardising evaluation are established.
- Oral examination is used as a part of evaluation of fieldwork.
- Minimum score for passing fieldwork practicum is 50 per cent.
- Failure in fieldwork entails failing the year.

2.3 Teaching-Learning and Evaluation of Project Report

A project report comprising of a term paper/ research project/ dissertation/ thesis in social work education provides processes to link knowledge/ research to social work policy planning, practice, administration and education. While the aim of the MSW level research is evidence-based practice, the aim of the MPhil/ PhD level research in social work is development of knowledge in one substantive area of social work practice/ policy planning/ administration/ education/ training, or practice innovation.

- Project report guidelines including the objectives, procedure, ethical issues, time schedule, style for report writing and method and criteria for evaluation, are circulated to students and guides ahead of time.
- The dissertations/ theses for MPhil/ PhD in Social Work are guided by social work faculty members with a doctorate degree and experience in conducting research and publications.
- Students have freedom to select their guides.
- On an average, student-guide meetings are held once per week.
- Active participation of students is encouraged in the pursuance of the research process.
- Action/ Participatory research is undertaken in the fieldwork practicum.
- Multivariate analysis is encouraged.
- Seminars and training workshops are conducted for research proposals, ethical issues, writing style and so on.
- Internal evaluation is carried out of the process and internal and external evaluations are carried out of the report.
- Research findings are shared with the stakeholders, whenever possible.
- Students are motivated to publish their report at least in an article form.

2.4 Use of Alternate Modes of Education

- Only an institution for social work education with experience in offering a BSW/ MSW programme through the campus mode, offers social work education through the alternate mode such as the distance mode, mixed mode or the Internet mode.
- If the institution for social work education uses the distance or the mixed mode of education, it collaborates with an open university and makes provision for

adequate infrastructure, computers, texts, audio-visual equipment, community resources for fieldwork education, and on-site instruction to facilitate the achievement of its mission and objectives.

- A committee deals with matters related to the alternate modes of education.

2.5 Teaching-Learning for Skill Workshops

- Skill workshops are conducted with the interactive, participatory and experiential methodology.
- Manuals are developed for skill training.
- Faculty members are trained in conducting skill workshops and assessing skill development.
- A committee deals with matters related to the skill workshops.

2.6 Examination, Re-evaluation, Results, Certification and Prizes

- Examination schedule is planned ahead of time and held in a fair manner.
- Examination is conducted and controlled by the institution for social work education.
- Grade system is followed instead of the mark system.
- Procedure is established for moderating evaluation.
- Procedure is developed for re-evaluation.
- Prizes are instituted for different types of student achievements.
- Comprehensive testimonials are provided to graduating students, entailing information on their specialisation/concentration, field placements, title of project report, audited subjects, overall grades, extracurricular activities, strengths, rank, awards and other achievements.

2.7 Competence of Social Work Faculty Members

Social work faculty members mean those faculty members who have at least an MSW degree in social work and teach in the institution for social work education. Their competence can be assured at the time of recruitment, allocation of workload, faculty development activities and a system of appraisal and recognition.

2.7.1 Recruitment

- While keeping the UGC and the State Government norms for qualifications for the recruitment of faculty members, two years of relevant field practice is given due weightage in recruitment of social work faculty members.
- Reservations for Scheduled Castes (SCs) and Scheduled Tribes (STs) are implemented.
- Recruitment of differently-abled persons is facilitated.
- Gender parity is maintained.

2.7.2 Workload

- Social work faculty members perform the following tasks, adding up to at least 40 hours per week:

Teaching: Preparation, teaching and evaluation and review of subjects, development of teaching-learning resources, introduction of new subjects in emerging areas of importance, guidance and evaluation of project reports and so on.

Fieldwork Supervision: Skill workshops, organisational visits, concurrent/ block fieldwork, rural camp/ study tour and so on.

Field Action Projects: Contributing to field action projects and initiating/ convening field action projects.

Research: Conducting research, study of and evaluating strategies/ methods of practice, theorisation from practice.

Consultation: Field consultation, consultancy/ contribution to policy making/ planning in governmental committees and bodies, consultancy to international organisations.

Continuing and Extension Education: Contributing to continuing and extension education courses and organising continuing and extension education courses.

Seminars: Writing papers for presentation at seminars and organising workshop and seminars.

Publishing: Writing articles for edited books, journals and encyclopaedia, writing and editing books, editing special issues of periodicals, editing periodicals and newsletters, serving as referees or as members on editorial boards of periodicals.

Administrative responsibilities and resource mobilisation.

- Field contribution is considered at par with research and publication.

2.7.3 Faculty Development Activities

- Social work faculty members are encouraged to participate in UGC-sponsored Orientation/ Refresher Courses, complete doctorate through the Faculty Improvement Programme, and participate in seminars/ conferences and such other activities.
- Experience sharing is planned after the faculty members return from seminars and training courses.
- Guest speakers are invited to address and interact with the faculty.
- Capacity building and skill development workshops are organised for faculty members, especially in methodologies of social work intervention and education.
- Reflective retreats of faculty members are planned.
- Educator-practitioner exchange is facilitated.

2.7.4 Appraisal and Recognition

- Faculty members are required to carry out annual self-appraisal and to use it for planning the next year, in consultation with the head.
- Faculty members are given recognition for their outstanding performance in teaching, research and publication, consultancy, continuing and extension education, field action projects, and so on, by the management, peers or external organisations.
- Faculty members are invited to be members of Boards of Studies, Selection Panels and Board of Examiners of Other Universities, National and State level Eligibility Tests (NET/SET), Committees of Voluntary Organisations, Government

Commissions/ Committees/ Panels, International Commissions/ Committees/ Panels, and so on.

CRITERION 3: STANDARDS FOR RESEARCH, CONSULTANCY AND EXTENSION

Concept

The criterion on research, consultancy and extension is divided into the following sections:

1. Social Work Research and Knowledge Development and Dissemination
2. *Consultancy in Social Work, Welfare and Development*
3. Continuing and Extension Education
4. Field Action Projects

Standards

3.1 Social Work Research and Knowledge Development and Dissemination

Social work research is study of social situations, needs and problems, which guides social work practice, policy planning, administration, education and training. Social work research contributes to social work knowledge by way of need assessment and monitoring and evaluating the effectiveness and efficiency of social work intervention. Social work knowledge is developed by an integration of knowledge and action, based on a critical inquiry into practice wisdom, practice-based and participatory research, documentation of best practices, policy analysis and multidisciplinary and applied social science knowledge. Social work knowledge can be disseminated through publication, audio-visual aids, seminars and conferences and use of mass media.

3.1.1 Social Work Research

- The problems selected for research are appropriate and relevant with reference to issues identified in the fieldwork settings, field action projects, NGO reports, and so on.
- Research undertaken is relevant to social work, such as the following:
 - Effectiveness and efficiency of social work intervention
 - Theorisation from practice
 - Policy and programme analyses
 - Research on teaching-learning methods used in class, fieldwork supervision and research guidance
- Documentation of best practices is carried out.
- Teaching-learning resources are developed.
- Research proposals are grounded in the existing state of knowledge through a thorough literature review.

- Scientific steps are adhered to for selection of the research design, sampling, selection and appropriate use of research tools for data collection, data analysis and preparing the report.
- Action and participatory research methodologies are used.
- Research instruments/ tools are developed after pre-testing for reliability and validity checks.
- References follow a standardised style.
- Funds for research are obtained from organisations such as the UGC/ Indian Council for Social Science Research, United Nations and other such organisations.
- Faculty members are invited to carry out research from international organisations such as the United Nations.
- Facilities are provided to Postdoctoral Fellows/ Visiting Fellows for undertaking research and developing social work knowledge.
- Dissemination strategy is included in every research proposal.
- Research findings are packaged differently for various audiences, through fact sheets, summaries, press releases, and so on.
- Research findings are used for policy and programme changes, to initiate new interventions, review of curriculum and further research.
- Publication of research is encouraged.
- A research board/ department/ unit/ committee facilitates the following tasks:
 - Provide funding support for undertaking research
 - Review research proposals that are sent out for funding
 - Review the ethical aspects in research
 - Train social work educators and practitioners in methodology of social work research

3.1.2 Publication

- Faculty members publish articles/ book reviews in the following media:
 - Newspaper/ newsletter/ magazine
 - Refereed journals and edited books
 - Reports printed on CD
- Faculty members bring out the following publications:
 - Writing books
 - Editing books/ journals or special issues of journals
 - Editing newsletters
 - Invited to contribute to an encyclopaedia
- Every faculty member brings out at least one publication per year.
- Faculty-cum-student publications are encouraged.
- Utilisation/ Citation of faculty publications are reviewed every five years.
- Faculty members are invited to referee articles/ books or to be members of editorial boards of other journals/ publishers.
- If the institution for social work education has a publication department/ unit, the following are available:
 - An editorial board and a social work professional editor

- A minimum infrastructure of a Desk Top Publication (DTP) Unit, DTP operator and a production editor
- Use of a standard editorial style
- A system of masked peer review
- Ethical norms and other guidelines for authors, referees, editors, copy-editors and proofreaders
- Subscription/ Price subsidised for students

3.1.3 Participation in/ Organisation of Seminars and Workshops

- Faculty members are encouraged to present papers on a relevant topic, at seminars/ conferences/ workshops in and outside India, through the UGC Unassigned Grant procedure.
- Faculty members are invited at seminars/ conferences to present a paper, chair, or be a discussant.
- Faculty members are encouraged to publish their papers in refereed journals and edited books.
- Seminars/ conferences/ workshops are organised for review of field practice, research, social policy or programmes and curriculum development with reference to a particular issue, at the state, national or international levels.
- Reports of the seminars/ workshops are circulated in print form/ put on the website.
- The seminars/ conferences/ workshops lead to follow up activities like preparation of teaching materials, policy documents, manuals, and so on.
- Select papers presented at seminars are revised and refereed for publication as books.

3.1.4 Other Means of Knowledge Dissemination

- Faculty members develop audio-visuals, such as video films, slide shows, posters and so on, based on their research or field action project.
- Faculty members are interviewed on relevant topics by newspapers, magazines, radio, television and documentary films.
- Faculty members write columns on relevant topics for newspapers or magazines.

3.2 Consultancy in Social Work, Welfare and Development

3.2.1 Consultancy in General

- Faculty members provide honorary consultancy in social work and policies and programmes for social welfare and development to fieldwork agencies.
- Faculty members provide consultancy to voluntary organisations, central and state government organisations, research organisations, international organisations, corporate bodies, other institutions for social work education and so on.
- Consultancy projects are carried out jointly with other departments in the university/ college and organisations in the field.

3.2.2 Paid Consultancy

- A committee prepares guidelines for and facilitates paid consultancies.

- Paid consultancy projects need approval by an ethics committee.
- If paid consultancy is undertaken, the institution for social work education has a policy about the following aspects of consultancy to ensure that the consultancy is beneficial and does not adversely affect the teaching activities:
 - When and how frequently the faculty members should take leave from the institution to carry out the consultancy, what type of leave can be taken and whether salary will be protected
 - What should be the outcome of the consultancy
 - What infrastructure will be made available for the consultancy work
 - What consultancy fees may be charged
 - How the fees may be divided between the institution and the faculty member
- Paid consultancy results in the following:
 - Commissioned reports/ working papers
 - Publication of articles and/or books
 - Changes in policies and programmes
 - Methodological innovations
 - Formation of networks/ associations
 - Curriculum review
 - Review of training courses

3.3 Continuing and Extension Education

Continuing education in social work aims at short-term/ certificate/ diploma training courses for updating or acquiring new knowledge, attitude and skills in social work for qualified social work practitioners and educators, employed or unemployed. Extension education in social work refers to short-term training courses for various groups, who would normally not be entrants in the university system.

3.3.1 Target Groups

- Refresher courses are conducted for social work educators and practitioners.
- Courses of varying duration and themes are conducted for:
 - Para-professional and voluntary social workers
 - Middle level functionaries of voluntary organisations and allied systems
 - Government functionaries and elected representatives
 - Managerial level administrators of voluntary organisations and allied systems

3.3.2 Methodology

- The interactive and participatory methodology is used that includes peer exchange of experiences and mutual learning through pairing and small and large group discussions, brainstorming, rounds, role play and other simulation games, reading and discussion of the recommended reading material, self-study exercises, practice sessions for skills and so on.
- Methodological innovations are carried out.
- Space is created for themes based on participants' interest.

3.3.3 Planning

- Curriculum modules are developed for each course as follows:
 - Developed through need assessment, in consultation with stakeholders
 - Approved by an expert committee
 - Prepared in local languages
- Curriculum content and the teaching processes of the courses are regularly reviewed and changed on the basis of feedback received from the participants.
- Guidelines are developed for planning training courses.
- Recommended reading material is compiled on the themes of the courses and distributed to the participants.
- Courses are financially viable and earn a surplus.
- A committee deals with matters related to continuing and extension education.

3.3.4 Alternate Modes

- Distance mode is used for continuing updates.
- Satellite transmission, Internet modes and E-learning are used for the training courses.

3.4 Field Action Projects

Field action projects (FAPs) are social work projects initiated by the institutions for social work education, mainly to demonstrate innovative social work interventions and provide fieldwork placement to students, especially where other voluntary organisations are nonexistent/ inadequate. They also demonstrate the role of social work professionals to respond to new needs, identified in the context of the changing social realities or from social movements/ campaigns.

3.4.1 Nature and Scope

- An institution for social work education, which has been in existence for five years, has at least one FAP.
- FAPs demonstrate innovative intervention, best practices, participatory training methods and networking with allied government and non-government systems.
- FAPs reach out to intervene for a particular human rights issue or a particular marginalised group or a social conflict situation, in a geographical area.
- FAPs replicated at the district, state or national level.
- FAPs carry out ongoing documentation, monitoring and evaluation of their work (internal as well as external).
- Students are given projects or assignments with FAPs, which are ordinarily not possible in other settings.
- Fieldwork seminars are organised around interventions and issues taken up by the FAPs.
- Practitioners from FAPs are invited to teach in the social work education programmes.
 - Funds are mobilised to sustain the FAPs over a period of time.

3.4.2 Tasks

- FAPs:
 - Develop networks with relevant voluntary and government organisations.
 - Develop and demonstrate innovative teaching-learning methods.
 - Sensitise students and the general public on the issues dealt with.
 - Develop training modules and research instruments.
 - Facilitate membership of the faculty members on advisory bodies and expert groups.
 - Influence policies and programmes of the government.
 - Apply theories to practice and theorise from practice, through action research and process documentation.
 - Influence the modification of the syllabus.
 - Develop teaching-learning material for social work education and training.
 - Serve as models for innovative social work practice that are replicated.
 - Generate several allied activities, which have a ripple effect.
 - Become independent voluntary organisations or are adopted by other systems or closed down after the demonstration phase is over.
 - Generate new job opportunities.

3.4.3 Role of Faculty Members

- A small team of faculty members is associated with each FAP.
- Continuing guidance of the faculty is made available to the FAPs.
- FAP experiences are shared with all the faculty members.
- A committee deals with matters related to FAPs.

CRITERION 4: STANDARDS FOR INFRASTRUCTURE AND LEARNING RESOURCES

Concept

The infrastructure of any academic institution needs to provide the necessary building and open space, furniture and office equipment and communication and other facilities conducive to learning. The learning resources for the institution, in print, audio-visual and electronic forms, should be acquired and retrieved through a library.

Standards

4.1 Building and Open Space

4.1.1 Adequacy

- Building is well-ventilated and has adequate number of lights and fans.
- A minimum of four classrooms are available.
- Faculty members' offices provide sufficient privacy for individual conferences with students.
- A common/meeting room is available.

- An adequate number of clean toilets are provided separately for men and women.
- Separate rooms are available for field action projects, research projects and student counseling.
 - A sickroom/ restroom with sofa/ couch and a medical kit are available, in case of sudden illness.
 - Separate common rooms are available for staff and students.
- The building is differently abled-friendly.
- The building is surrounded by open space for outdoor recreation for students and have trees/ garden.

4.1.2 Maintenance

- Floors are swept and mopped daily.
- Comprehensive cleaning is done at least twice a year.
- The waste is segregated and recycled as far as possible.
- A maintenance committee guides matters related to the adequacy, optimal use and maintenance of the building.

4.2 Furniture and Equipment

- Furniture in the classrooms is easily movable and chairs have support for writing and keeping bags.
- Locker space is available for all students.
- Every faculty member has a chair, a desk to write on and cupboard to maintain files, student records and other relevant academic documents.
- Computer, printer, email and Internet access are made available to all faculty members.
- At least one Personal Computer (PC) with Microsoft (MS) Word, statistical and accounting packages along with printers (Ink Jet and Dot Matrix) is available for the administrative work of the institution for social work education.
- The administration is fully computerised.
- A furniture and equipment committee guides matters related to the purchase, optimal use and maintenance of the furniture, equipment and stationery.

4.3 Communication Facilities

- Phone, fax and e-mail facilities are available, especially for communication with the fieldwork agencies.
- The institution for social work education has developed a website and regularly updates it.

4.4 Other Facilities

- A canteen/ dining hall is available for students and staff.
- Sports and recreation facilities are available. Where such facilities are not possible within the institution's premises, linkages are built with outside resources for the same.
- Hostel arrangements are made for students by building linkages with other resources in the area.

- Wherever hostels are provided, the warden's family accommodation is integrated into the premises.
- A day-care centre/ crèche is available for children of staff and students.
- Health centre, guest house for seminars and training programmes and staff housing are available.
- A vehicle is available for students and staff for commuting to fieldwork settings and field action projects in remote areas.

4.5 *Library of Learning Resources*

- The library acquires and facilitates retrieval of the following literature in English and regional languages:
 - Newspapers and news magazines
 - Local, Indian and international encyclopaedias related to social work
 - A minimum of 1500 books on social work and related subjects
 - A minimum of 20 national and international social work and related journals
 - Newsletters of social work professional associations
 - Census data
 - Five-Year Plans
 - Reports of other ministries, departments and commissions
 - United Nations publications
 - Literature developed by voluntary organisations
 - Faculty research reports and publications
 - Student term papers/ research reports/ dissertations/ theses
- Library catalogue is computerised.
- Annual index of acquisition is prepared.
- Inter-library exchange/ linkages with the Information Library Network (INFLIBNET) are facilitated.
- Literature is available on alternate media for visually challenged persons.
- Relevant audio-visuals such as slide shows, audio and video cassettes and audio-visual equipment such as overhead projectors, slide projector, television, audio and video cassette players, LCD projector and laptop computer are available for use in class, seminars and training programmes.
- Computer, email and Internet services are available for students, staff and other users.
- Photocopy facilities are available with judicious use of paper.
- Book bank is facilitated.
- Archival and out of print reports and books are digitalised.
- Library opens at least from one hour before the first class and until at least three hours after the classes close, on all the 180 teaching days. Library is open for extended hours, throughout the year.
- An advisory committee guides the functioning of the library comprising of the head of the institution for social work education, library staff and select faculty members.

CRITERION 5: STANDARDS FOR STUDENT SUPPORT AND PROGRESSION

Concept

The following matters related to student support and progression need to be planned in the spirit of the learner-centred values and goals of the profession:

1. Admission Criteria and Procedures
2. Services and Activities for Students
3. Rules for Discipline and Grievance
4. Social Work Career Counselling and Alumni Network

The prospectus needs to include the admission criteria and procedures, services and activities for students, rules for discipline and grievance, fees, scholarships and so on.

Standards

5.1 Admission Criteria and Procedures

- For BSW, candidates who have obtained a minimum aggregate of 45 per cent of the total marks in the Higher Secondary or equivalent exam are eligible.
- For MSW, candidates who have obtained a minimum aggregate of 50 per cent of the total marks in the previous degree are eligible.
- For MSW, preference is given to candidates having degrees in social work/ social science/ home science/ education and other social work related subjects and work experience.
- Eligibility criteria for the MPhil or PhD in Social Work include a minimum of two years of field practice after obtaining the MSW degree and conceptual, analytical and writing skills.
- For BSW and MSW programmes:
 - Faculty-student ratio is 1:8 or less and not more than 1:10.
 - Reservations for candidates from SCs and STs and the differently-abled are implemented. The cut-off point for marks required for admission, is lowered by five per cent for candidates from these categories.
 - Workshop are organised to prepare candidates with the SC/ST and/ or rural background for the admission procedure.
 - Written and verbal competence in the medium of instruction of the institution and conversational knowledge of local language required.
 - Admission tests include a combination of objective/ essay type written tests, group discussions and panel interviews. Preferably, the admission test comprises of an aptitude test to assess the candidates' awareness about and attitude to social issues and motivation and aptitudes for a career in social work.
 - Consideration is given to the candidates' involvement in the National Service Scheme and work experience with voluntary organisations.
 - Gender parity is maintained in selection of candidates.

- Admission criteria and procedure are redesigned according to an analysis of data on entry-level competence of students and its relation to their performance in the programme, once in two years.
- An admission committee plans, monitors and reviews the admission criteria and procedures.

5.2 Services and Activities for Students

- All scholarships of the State and Central Government are made available to students in special categories like SCs/ STs, Physically Challenged, Children of Armed Forces, and so on.
- Students are coached in written and spoken English and conversational skills in regional language.
- Remedial coaching classes are conducted.
- A book bank scheme is initiated.
- Special technology/ aids are provided to students with special educational needs.
- Counselling and referral services are available.
- A full time counsellor and a nurse are appointed.
- Annual health check-up and group insurance schemes are introduced for students.
- An active student union/ forum represents the student body through election or nomination.
- Students are encouraged to organise and participate in academic/ cultural/ sports programmes at the collegiate/ inter-collegiate/ regional/ national levels. The institution for social work education provides financial support for the same.
- Students are involved in relevant workshops, seminars and conferences, to assist in the organisation, rapporteuring, and related activities.
- Students are given vacation jobs in projects and/or in the library.
- A faculty committee deals with all student-related matters.

5.3 Rules for Discipline and Grievance

- Subject-wise attendance is monitored regularly through well-maintained records.
- Minimum attendance required is 75 per cent.
- Students are communicated their attendance by displaying on notice board at least once in two months.
- Written discipline rules are made available to students at the beginning of the programme.
- A grievance redressal mechanism addresses issues of students.
- Prompt redressal is carried out of students' grievances.

5.4 Job Placement and Alumni-related Activities

5.4.1 Job Placement

- Career counselling is provided to students.
- Campus interviews are arranged through a job placement cell.

5.4.2 Alumni-related Activities

- Formation and functioning of an active alumni association is facilitated.

- The work profile of alumni is maintained.
- Alumni directory and an alumni newsletter are used as media for communication with the alumni.
- Alumni make significant contribution to the field, such as starting a voluntary organisation where there are none, start an innovative project, make impact on government policies and programmes and so on.
- Alumni assist the institution through funds, career guidance to students and so on.
- A committee deals with alumni-related activities.

CRITERION 6: STANDARDS FOR ORGANISATION AND MANAGEMENT

Concept

Organisational management of an institution offering professional education involves synchronising the perspective of the profession with the mission of the educational institution in the context of the UGC norms. Social work pedagogy makes special demands on the organisational management, requiring it to be dynamic and democratic, that is participatory, transparent, decentralised and accountable, with reference to the following aspects:

1. Organisational Structure and Process
2. Planning, Reporting and Review Structures and Procedures
3. Staff Management
4. Financial Management
5. Mandatory Committees/ Cells

Standards

6.1 Organisational Structure and Process

6.1.1 Organisational Structure

- The structure of the institution for social work education has a distinct identity such as a faculty, school, department or a college.
- The managing organisation is a registered body under the Society's Act and/ or Indian Trust Act.
- Social work faculty members and social work practitioners are represented on the managing body.
- Head of the institution for social work education has at least one degree in social work.
- The criteria for selection of heads are clearly laid down.
- A Board of Studies for Social Work comprises of the social work faculty members and external experts, the latter constituting not more than 20 per cent of the total number.
- The Board of Examination comprises of social work faculty members.

6.1.2 Organisational Process

- Management and administrative processes emphasise guidance and facilitation of academic work instead of control and appeasement of staff and students.

- Decentralisation of decision-making is done through formation of committees to manage the different activities of the institution for social work education.
- Efforts are made for minimisation of red tape and time taken for decision-making.
- Administrative functioning is transparent and sharing and access to information is facilitated.
- Policies and services for students and staff reflect the people-centred values and goals of the profession.

6.2 Planning, Reporting and Review Structures and Procedures

- A perspective plan is developed for the institution.
- The Five-Year plan, annual plan and semester/ term plan of the institution for social work education are prepared in a democratic manner by involving faculty members and the staff.
 - Faculty meetings are held at least once a fortnight, for ongoing coordination among different activities of the institution for social work education.
- Implementation of the plans is monitored through preparation of annual reports, mid-Five-Year Plan report and Five-Year Plan report.
- Reviews are carried out at the end of the semester/ term, end of the year, middle of five years and end of five years, by management, faculty members, staff and students.
- Reviews are used for further planning for upgrading the quality of the institution.

6.3 Staff Management

6.3.1 Recruitment

- The structure of the non-teaching staff is planned adequately for the academic administration, infrastructural planning, purchase and maintenance, staff management, financial management and secretarial support.
- Adequate secretarial support is available to the faculty members.
- The ratio of teaching to non-teaching staff is not more than 1:1.
- Recruitment and promotion of staff are done according to the UGC rules.
- Reservation policies for the SCs and STs and differently-abled staff are implemented.
- More than 90 per cent of the posts are filled.

6.3.2 Planning and Appraisal

- Staff is trained through capacity building and skill development programmes organised by the institution for social work education or by other organisations.
- Individual staff members prepare annual plans and carry out annual self-appraisal in consultation with the immediate supervisor.
- Staff innovations and creativity are encouraged.
- Effective staff performance is recognised and rewarded.

6.3.3 Staff Services and Activities

- Service rules are based on the norms of the Central/ State Government.

- Staff is provided welfare and development services, staff quarters, health insurance, cooperative society, group insurance and so on.
- A staff club or annual events promote informal interaction/ socio-cultural recreational activities between management, faculty members, non-teaching staff and students.
- A grievance redressal mechanism deals with staff grievances.
- The relations between the management and the union for teaching/ non-teaching staff are cordial.

6.4 Financial Management

- Financial provisions made to protect the interests of the students from economically weaker sections in its fee structure.
- Salaries are based on the UGC scales and paid in full and on time. The salary grant is used for payment of salaries only. All categories of staff are paid during the vacation period.
- Earmarked funds are available for staff development.
- Field visit expenditure of faculty members is reimbursed.
- Benefits, including pension, provident fund and so on, are given to the staff as per the UGC guidelines.
- The dues of the superannuated staff are settled within one month.
- Resources are mobilised to make up for the financial deficits.
- Accounts are audited every year, by internal and external auditors. The audited statements of accounts are submitted to the funding organisations within six months of closure of the financial year. The audited statements of the institution for social work education are published in the annual report.

6.5 Mandatory Committees/ Cells

- A special cell is set up to protect the rights of and extend support services to SCs, STs, and OBCs.
- A committee/cell deals with complaints of sexual harassment made by female students, employees and third parties, against students, employees or third parties.
- Manual/ Guidelines are developed for the effective functioning of the SC/ST Cell and the Cell to deal with sexual harassment against women and implemented efficiently.
- The Cells carry out awareness programmes for staff and students on the respective issues of marginalisation.

CRITERION 7: STANDARDS FOR HEALTHY PRACTICES

Concept

Healthy practices in social work education include the following, among others:

1. Linkages across the six criteria
2. Regional, national and international collaborations
3. Contribution to social work professional associations
4. Innovations and impact
5. Special status

Standards

7.1 Internal Linkages across the Six Criteria

- Research, consultancy and field action projects feed into the teaching and continuing and extension education.
- Gaps identified during teaching, continuing and extension education and field action projects, lead to further research.
- An action research programmes are piloted to enrich teaching-learning, curriculum revision, and to introduce a new approach to education.
- Practice-led research and research-led practice are emphasised.
- Fieldwork-based seminar papers, research papers or research projects are encouraged.
- The organisational climate fosters academic freedom and respect for diversities in opinions and expressions.

7.2 Regional, National and International Collaborations

- Inter-departmental/ inter-university collaborations are initiated in teaching, research, consultancy, continuing and extension education and field action projects.
- Collaborations are initiated with other institutions for social work education or development studies organisations.
- Professional outreach is undertaken to other institutions for social work education and voluntary organisations.
 - Inter-professional/ inter-disciplinary contributions to social causes are promoted.
 - Intervention for relief and rehabilitation work during disasters is coordinated.
- Foreign collaboration is undertaken for student and faculty exchange, joint research, consultancy, continuing education and field action projects.

7.3 Contribution to Social Work Professional Associations

- Membership of regional, national and international level professional associations for social work professionals, institutions for social work education and social work educators is encouraged.
- Infrastructure facilities are provided to the associations.
- Seminars/ conferences of the associations are hosted.
- Social work profession is strengthened by bringing the existing professional associations together.
- A regional professional association is initiated for a regional focus where none existed.
- Faculty members are encouraged to become individual members of professional associations.
- Faculty members are coopted or nominated as office bearers in the executive committees of the professional associations.
- Faculty members contribute to the newsletters/ journals of the professional associations.
- Faculty members edit the professional journals/ newsletters.

7.4 Innovations and Impact

- The institution for social work education responds to emerging community concerns.
- New placements are identified, social work intervention is demonstrated in new areas and students are prepared for new jobs.
- Initiatives are undertaken for peace, harmony, human rights, social justice, sustainable development, protection of environment.
 - The institution for social work education makes visible contribution to the human/ social capital of the local community.
 - The institution for social work education significantly influences government social policy, programmes, laws and schemes at the local, state or central level.

7.5 Special Status

- The Special Schemes of the UGC are utilised such as the Schemes for Centre for Advanced Studies, the Special Assistance Programme, Colleges with Potential for Excellence, Assistance for Strengthening of Infrastructure for Humanities and Social Sciences and Innovative Programmes.
 - The institution for social work education is considered a role model in the area of professional action, publications, production and use of creative literature and/or receives recognitions and awards.
 - Periodic reviews are sponsored by the management.

CHAPTER III – Questionnaires

QUESTIONNAIRE AND DOCUMENTS

This chapter provides the questionnaire which may be used by the institution for strengthening various dimensions of Social Work Programme. Institutions are requested to use the institutional accreditation manual and any supplementary data specific to Social Work may be given using this questionnaire. NA needs to be entered.

The chapter ends with a list of documents that may be displayed at the time of the Peer Team visit to the institution.

0 INTRODUCTION TO THE INSTITUTION

0.1 Identity

0.1.1 Name of the Institution:

0.1.2 Name of the University:

0.1.3 Name of the Management :

0.2 Communication

0.2.1 Name of the Head of the Institution:

Title of the Head of the Institution:

0.2.2 Name of the Coordinator for NAAC:

Designation of the Coordinator for NAAC:

0.2.3 Postal Address:

<i>0.2.4 City:</i>	<i>0.2.5 State:</i>
<i>0.2.6 Pin Code:</i>	<i>0.2.7 Phone No./ s:</i>
<i>0.2.8 Fax No.:</i>	<i>Office No.:</i>
<i>0.2.9 Head's Email Address:</i>	<i>Head's Residence No.:</i>
<i>Coordinator's Email Address:</i>	<i>Coordinator's Residence No.:</i>

0.3 Structure and Establishment of the Institution

0.3.1 Structure of the Institution

Please indicate the structure of your institution, in the following table:

Structure of the Institution	Code
Single-faculty social work college:	
Single-faculty constituent social work college	1
Single-faculty affiliated social work college	2
Single-faculty autonomous social work college	3
	0
Social work department:	
Social work department of a multi-faculty college	4
Social work department of a multi-faculty university	5
	0
Social work faculty of a university	6
	0
Social work programme:	
Social work programme in a social science college/ department	7
Social work programme in a multi-faculty deemed university	8
	0
Any other (Please specify)	9
	0

0.3.2 Establishment of the Institution

Please indicate the year of establishment of your institution (dd /mm /yyyy):

0.4 Status of the Institution

0.4.1 Financial Status of the Institution

Please indicate the financial status of your institution, in the following table:

Financial Status of the Institution	Code
Grant-in-Aid (Central)	1
Grant-in-Aid (State)	2
Fully Government-funded	3
Fully Self-financed	4
Any Other (Please specify)	5
	0

0.4.2 Minority Status

Please indicate if your institution is recognised as a minority college: Yes – 1, No - 2

0

0.4.3 Recognition of the Institution

Please indicate the year of UGC recognition of your institution, in the following table:

UGC Recognition	Year (dd/mm/yyyy)
Under 2f	
Under 12B	

0.4.4 Memorandum of Association

Does the institution have a Memorandum of Association, Rules and Regulations?

Yes –1 No –2 0

0.5 Details about the University

05.1 Status of the University

Please indicate the status of your university, in the following table:

Status of the University	Code
State university	1
Central university	2
Deemed university	3
Private recognised university	4
	0

0.5.2 Governing Legislation

Please indicate the act/ registration under relevant state legislation that governs this university:

0.5.3 Type of the University

Please indicate the type of your university:

Unitary type – 1

Affiliating type – 2

0

0.5.4 University Accreditation

Please indicate the NAAC grade of your university:

0.5.5 Autonomy of the Institution

0.5.5.1 Please indicate the extent of autonomy of your institution with reference to your university, in the following table:

Area	No Autonomy – 1, Some Autonomy – 2, Total Autonomy – 3	Please Elaborate
Academic	0	
Administrative	0	
Financial	0	

0.5.5.2 Does your university have provisions for autonomy?

Yes –1 / No –2 0

0.5.5.3 If yes, have you applied for the grant for the UGC Scheme of Autonomous Colleges?

Status	Code
Not applied	1
Applied	2
Obtained	3
	0

0.5.6 Other Institutions for Social Work Education under the University

Please indicate the total number of institutions for social work education affiliated to this university:

0.6 Area Profile

Please indicate the area profile of your institution, in the following table:

Area Profile	Code
Urban	1
Semi-Urban	2
Rural, Mainly Non-Tribal	3
Rural, Mainly Tribal	4
Any other (Please specify)	5
	0

0.7 Perspective and Mission Statement

0.7.1 Has your institution developed a perspective and mission statement?

Yes -1 / No -2 0

0.7.2 Has your institution developed specific aims with reference to the expected outcome?

Yes -1 / No -2 0

0.7.3 If yes, please elaborate:

0.7.4 What are the needs of the area, which your institution is trying to meet? If there are other institutions of social work education in the city why was this institution established?

0.7.5 Has your institution carried out any feasibility study for social work education, in this area?

Yes -1 / No -2 0

0.8 Use of the UGC-sponsored Second Review Committee of Social Work Education

0.8.1 Does your institution have a copy of the report of the UGC-sponsored Second Review Committee of Social Work Education of 1980?

Yes -1 / No -2 0

0.8.2 If yes, to what extent have you implemented its recommendations?

	Code
To a large extent	1
To a some extent	2
Not at all	3
	0

0.8.3 If not at all, please give reasons:

I CURRICULAR ASPECTS

1.1 Curricular Aspects by Levels of the Programmes

1.1.1 Please indicate the curricular aspects by levels of the academic programmes that your institution offers, in the following table:

Level of the Academic Programme	Year of Establishment (dd/mm/yyyy)	Eligibility Criteria	Aim	Knowledge, Attitude and Skill Objectives
BSW				
MSW				
MPhil (SW)				
PhD (SW)				
Post-Graduate Certificate/ Diploma				

1.1.2 Multi-Entry and Multi-Exit System

1.1.2.1 Has your institution developed a multi-entry and multi-exit system?

Yes –1 / No –2

0

1.1.2.2 If yes, please elaborate on the certification given at different levels and other details.

1.1.3 Prospectus

1.1.3.1 Who prints your prospectus? Institution – 1 / University – 2

0

1.1.3.2 What is the frequency of printing of the prospectus?

1.1.3.3 When was it last printed?

1.1.3.4 Do all students get a copy of it? Yes – 1 / No – 2
0

1.1.3.5 If not, please give the reasons:

1.2 Curricular Aspects of Subject Framework

1.2.1 Subject Framework at BSW Level

Please indicate the subjects offered in the different categories of your BSW programme:

	BSW 1st Year	BSW 2nd Year	BSW 3rd Year
Basic Subjects			
Allied Subjects			
Optional Subjects			

1.2.2 Subject Framework at MSW Level

Please indicate the subjects offered in the different categories of your MSW programme:

	MSW 1st Year	MSW 2nd Year
Allied Subjects		
Basic Subjects		
Optional Subjects		
Subjects of Specialisations/ Concentrations		

1.3 Curriculum Structure

1.3.1 Academic Calendar

1.3.1.1 Does your institution follow the semester/ annual system?

Semester system – 1 , Annual system – 2
0

1.3.1.2 What is the total number of teaching days scheduled in a term/ semester and in a year?

1.3.1.3 Please indicate how your institution plans and observes the annual calendar, in the following table:

Activity	Time (From-To)	Deviation if any
Admission period		
Start of the year		
Examination preparatory time		
Examination time		
Mid-year vacation		
Rural camp/ Study tour time		
Start of the second term/ semester		
Examination preparatory time		
Examination time		
Results/ Convocation		
End of the year vacation		

1.3.2 Curriculum Structure at BSW Level

1.3.2.1 Please indicate the curriculum structure at your BSW level, in the following table:

	First Year		Second Year		Third Year	
	Credits	Marks	Credits	Marks	Credits	Marks
Fieldwork Practicum						
Class-work						
Co-Curricular Workshops and Seminars						
Any Other (Please specify)						
Total						

1.3.2.2 Please indicate the number of hours provided for different components of the BSW programme in the weekly timetable:

	Mon-day	Tues-day	Wednes-day	Thurs-day	Fri-day	Satur-day	Total
Fieldwork Practicum							
Class-work							
Curricular and Co-Curricular Workshops and Seminars							
Library Work							
Any Other (Please specify)							
Total							

1.3.3 Curriculum Structure at MSW Level

1.3.3.1 Please indicate the curriculum structure at your MSW level in the following table:

	First Year		Second Year	
	Credits	Marks	Credits	Marks
Fieldwork Practicum				
Class-work				
Project Report				
Curricular and Co-Curricular Workshops and Seminars				
Any Other (Please specify)				
Total				

1.3.3.2 Please indicate the number of hours provided for different components of the MSW programme in the weekly timetable:

	Mon-day	Tues-day	Wednes-day	Thurs-day	Fri-day	Satur-day	Total
Class-work							
Fieldwork Practicum							
Project Report							
Curricular and Co-Curricular Workshops and Seminars							
Library Work							
Any Other (Please specify)							

1.3.4 Curriculum Structure at MPhil and PhD Levels in Social Work

Please elaborate if the following are requirements of the MPhil/ PhD programme in social work:

Requirements	Please Elaborate
Class-work requirements	
Pre-doctoral/ MPhil papers/ dissertation	
Oral/ Written examination for the Predoctoral certificate/ MPhil (SW) degree	
Skill workshops on methodology of social work education	
Seminar presentations	
Doctoral thesis	
Doctoral oral examination	

1.3.5 Curriculum Structure for Co-curricular Skill Workshops

Please indicate the details of the co-curricular skill workshops conducted, in the following table:

Co-curricular Skill Workshops	If conducted, Topics Covered	Time and Period
Study Skill Workshops		
Skill Workshops for Professional Advancement		
Any Other Skill Workshop (Please Specify)		

1.4 Process of Curriculum Review

1.4.1 Role of Persons/ Structures for Curriculum Changes

1.4.1.1 Please indicate the role of different persons/ structures in curriculum changes, in the following table:

	Role in Curriculum Development
Subject teacher	
Head of the institution	
Board of Studies	
Academic Council	

1.4.1.2 When were the curricular changes made the last time?

1.4.2 Frequency and Procedure of Curriculum Review with Stakeholders

Please indicate the frequency and procedure of curriculum review with different stakeholders, in the following table:

Stakeholders	Frequency of Curriculum Review	Procedure of Curriculum Review
Students		
Teachers of the subjects		
Peers		
Alumni		
Field Practitioners		
Employers of social workers		
Peer Institution for Social Work Education		

1.4.3 Use of the Model Curriculum of UGC for Social Work Education

Does your institution have copies of the Model Curriculum for Social Work Education published by the UGC?

	Yes – 1, No – 2
We have the copy of the UGC Model Curriculum of 1990	0
We have the copy of the UGC Model Curriculum of 2001	0

II TEACHING-LEARNING AND EVALUATION

2.1 Teaching-Learning and Evaluation of Subjects

2.1.1 Size of Class

Please indicate the average size of the class for the following subjects:

Type of Subject	No. of Students on an Average
Basic Subjects	
Allied Subjects	
Optional Subjects	
Specialisation/ Concentration Subjects	

2.1.2 Methods of Teaching

Please indicate the subjects and frequency of use of the following methods of teaching-learning, in the following table:

Methods of Teaching/ Learning	Subjects for which Used	Frequency of Usage
Lectures		
Experiential exercises		
Group discussion		
Field visit/ project		
Written assignments based on library search and its presentation in class		
Drama and songs		
Discussion of case studies, newspaper clippings or creative literature		
Any other (Please specify)		

2.1.3 Use of Technology

Please indicate the use of technology in teaching-learning, in the following table:

Technology	Not Used – 1, Rarely Used – 2, Frequently Used - 3
Flip charts	0
Transparencies through overhead projectors	0
Radio	0
Television	0
Audio cassettes	0
Video cassettes	0
Slide shows	0
LCD projections	0
Internet	0
Any other (Please specify)	0

2.1.4 Method of Evaluation

Please indicate the methods of evaluation used, in the following table:

Methods of Evaluation	Subjects for which used	Proportion of Total Evaluation
Written Examination – Essay Type		
Written Examination – Objective Type		
Open Book Written Examination		
Case Study or Problem-centred Written Examination		
Assignments		
Reflective Diaries		
Class Presentation		

Oral Examination		
Any Other (Please specify)		

2.1.5 Subject Outlines

2.1.5.1 Has your institution developed a practice of preparing subject outlines and distributing them to the students at the beginning of the class?

Yes - 1, No - 2 0

2.1.5.2 If yes, please indicate what aspects are covered in it:

2.1.5.3 Are students encouraged to buy relevant books? Yes - 1, No - 2

0

2.2 Curricular Aspects of Fieldwork Practicum

2.2.1 Manual for Fieldwork Practicum

2.2.1.1 Has your institution developed guidelines/ a manual for fieldwork practicum?

Yes - 1, No - 2 0

2.2.1.2 How frequently is it reviewed and revised?

2.2.2 Objectives of the Fieldwork Practicum

Please indicate the objectives of the fieldwork practicum at different levels, in the following table:

Level	Objectives for the 1st semester/ term	Objectives for the 2nd semester/ term
BSW 1st year		
BSW 2 nd year		
BSW 3 rd year		
MSW 1st year		
MSW 2nd year		

2.2.3 **Components of Fieldwork Practicum**

Please provide the details of the different components of fieldwork practicum, in the following table:

Components of Fieldwork Practicum	Required at BSW Level – 1, Required at MSW Level – 2, Not Required - 3	Time of the year when scheduled	No. of Hours/ Days	Whether there are printed guidelines: Yes– 1, No - 2
Life Skill Workshops	0			0
Organisational Visits	0			0
Concurrent Fieldwork	0			0
Block Fieldwork	0			0
Rural/ Tribal Camp	0			0
Study Tour	0			0
Social Work Skill Workshops	0			0
Practice-based Research	0			0
Social Work in Emergency Situations	0			0
Issue-based Campaigns	0			0
Any other (Please specify)	0			0

2.2.4 **Selection of Fieldwork Settings and Supervisors**

2.2.4.1 What are the criteria for selection of the fieldwork settings? Please indicate if these are different for the BSW and the MSW levels.

2.2.4.2 What are the criteria for selection of fieldwork supervisors? Please indicate if these are different for the BSW and the MSW levels.

2.2.4.3 What are the criteria for selection of field contacts? Please indicate if these are different for the BSW and the MSW levels.

2.2.4.4 Please indicate the number of fieldwork settings, faculty fieldwork supervisors and agency fieldwork supervisors, in the following table:

	No.
No. of fieldwork settings: Structured:	
Unstructured:	
Combined	
No. of faculty fieldwork supervisors	
No. of agency fieldwork supervisors	

2.2.5 Teaching-Learning and Evaluation of Fieldwork Practicum at BSW Level

2.2.5.1 What is the number of students supervised by a fieldwork supervisor on an average?

2.2.5.2 What are the frequency and content of individual conferences?

2.2.5.3 What are the frequency and content of group conferences?

2.2.5.4 What format is suggested for writing the fieldwork records?

2.2.5.5 How frequently are students evaluated for fieldwork practicum in a year?

2.2.5.6 What are the criteria for evaluation of fieldwork practicum?

2.2.5.7 What is the procedure for evaluation of fieldwork practicum?

2.2.5.8 Does your institution conduct oral examination for fieldwork practicum?

Yes – 1, No – 2 0

If yes, who carries it out?

2.2.5.9 What are the passing marks/ grade for fieldwork practicum?

2.2.5.10 What are the implications of failure in fieldwork practicum?

2.2.5.11 What is the procedure for moderating fieldwork evaluation?

2.2.5.12 What is the procedure for re-evaluation of fieldwork practicum?

2.2.5.13 Are students asked to evaluate their fieldwork setting and the supervisor?

Yes – 1, No - 2

0

2.2.6 *Teaching-Learning and Evaluation of Fieldwork Practicum at MSW Level*

2.2.6.1 What is the number of students supervised by a fieldwork supervisor on an average?

2.2.6.2 What are the frequency and content of individual conferences?

2.2.6.3 What are the frequency and content of group conferences?

2.2.6.4 What format is suggested for writing the fieldwork records?

2.2.6.5 What is the frequency of evaluation?

2.2.6.6 What are the criteria for evaluation of fieldwork practicum?

2.2.6.7 What is the procedure for evaluation of fieldwork practicum?

2.2.6.8 Does your institution conduct oral examination for fieldwork practicum?

Yes – 1, No – 2 0

If yes, who carries it out?

2.2.6.9 What are the passing marks/ grade for fieldwork practicum and implication of failure?

2.2.6.10 What is the procedure for standardising or moderating fieldwork evaluation?

2.2.6.11 What is the procedure for re-evaluation of fieldwork practicum?

2.2.6.12 Are students asked to evaluate their fieldwork setting and the supervisor?

Yes – 1, No – 2

0

2.2.7 Training of Fieldwork Supervisors

How are the fieldwork supervisors trained for fieldwork supervision?

	Yes – 1, No – 2
Providing orientation to new fieldwork supervisors	0
Give them reading material	0
Organising fieldwork supervisors' meetings (mention the frequency)	0
Organising a workshop or a refresher course on fieldwork supervision	0
Deputing them for training to other organisations	0
Any other (Please specify)	

2.3 Teaching-Learning and Evaluation of Project Report

2.3.1 Teaching-Learning and Evaluation of Term Paper

2.3.1.1 What is the ratio of guide to students?

2.3.1.2 What is the frequency of student's meetings with the guide?

2.3.1.3 Does your institution conduct term paper seminars?

Yes - 1, No – 2

0

2.3.1.4 Does your institution provide orientation to ethics in research?

Yes - 1, No – 2 0

2.3.1.5 Does your institution encourage students to share the research findings with the stakeholders? Yes - 1, No – 2 0

2.3.1.6 What are the criteria used for evaluation?

2.3.1.7 What is the procedure used for evaluation?

2.3.1.8 Does your institution conduct oral examination? Yes - 1, No – 2 0
If yes, who carries it out?

2.3.1.9 What is the passing marks/ grade?

2.3.1.10 What is the procedure for re-evaluation?

2.3.1.11 Has your institution developed guidelines for term paper that you circulate to students and guides? Yes - 1, No – 2 0

2.3.2 *Teaching-Learning and Evaluation of Research Projects*

2.3.2.1 What is the ratio of guide to students?

2.3.2.3 What is the frequency of student's meetings with the guide?

2.3.2.3 Does your institution conduct research seminars? Yes - 1, No – 2 0

2.3.2.4 Does your institution provide orientation to ethics in research?
Yes - 1, No – 2 0

2.3.2.5 Does your institution encourage students to share the research findings with the stakeholders? Yes - 1, No – 2 0

2.3.2.6 What are the criteria used for evaluation? 0

2.3.2.7 What is the procedure used for evaluation? 0

2.3.2.8 Does your institution conduct oral examination? Yes - 1, No - 2
If yes, who carries it out? 0

2.3.2.9 What is the passing marks/ grade?

2.3.2.10 What is the procedure for re-evaluation?

2.3.2.11 Does your institution motivate students to publish the research findings?
Yes - 1, No – 2 0

2.3.2.12 Has your institution developed guidelines for research projects that you circulate to students and guides? Yes - 1, No – 2 0

2.3.3 Teaching-Learning and Evaluation of Dissertation/ Thesis

2.3.3.1 What is the ratio of guide to students?

2.3.3.2 What is the frequency of student's meetings with the guide?

2.3.3.3 Does your institution conduct research seminars? Yes - 1, No – 2 0

2.3.3.4 Does your institution provide orientation to ethics in research?
Yes - 1, No – 2 0

2.3.3.5 Does your institution encourage students to share the research findings with the stakeholders? Yes - 1, No – 2 0

2.3.3.6 What are the criteria used for evaluation?

2.3.3.7 What is the procedure used for evaluation?

2.3.3.8 Does your institution conduct oral examination? Yes - 1, No – 2 0
If yes, who carries it out?

2.3.3.9 Does your institution motivate students to publish the dissertation/ thesis?
Yes - 1, No – 2 0

2.3.3.10 Has your institution developed guidelines for dissertation/ thesis that you circulate to students and guides? Yes - 1, No – 2 0

2.4 Use of Alternate Modes of Education

2.4.1 Does your institution use any alternate mode of education for any of the courses?

Mode of Education	Code
Distance mode	1
Mixed mode	2
Internet mode	3
	0

2.4.2 If yes, which distance education institution does it collaborate with?

2.5 Teaching-Learning for Skill Workshops

Please indicate the details of the skill workshops, in the following table:

Skill Workshops	Methodology Used	No. of Faculty Members Trained to Conduct these Workshops	Written Guidelines/ Guide/ Manual Prepared
<i>2.5.1 Life Skill Workshops</i>		0	0
<i>2.5.2 Skill Workshops for Social Work Intervention</i>		0	0
<i>2.5.3 Study Skill Workshops</i>		0	0
<i>2.5.4 Skill Workshops for Professional Advancement</i>		0	0
<i>2.5.5 Any Other (Please Specify)</i>		0	0

2.6 Examination, Re-evaluation, Results, Certification and Prizes

2.6.1 Examination

2.6.1.1 Does your institution have a board of examination for social work?

Yes – 1, No – 2 0

2.6.1.2 Who chairs the board? (Name of the person/ and discipline)

2.6.1.3 Please indicate the type of membership of the board, in the following table:

Members	No.	Term of Office
Experts from social work discipline	0	
Experts from other disciplines	0	
Social work practitioners	0	

Members	No.	Term of Office
Representatives of faculty members	0	
Representatives of students	0	
Representatives of alumni	0	
Any other (Please specify)	0	
Total	0	

2.6.1.4 What are the functions of the board of examination of social work?

2.6.1.5 Who conducts the examination? The institution – 1, The university - 2
0

2.6.2 Grading System

2.6.2.1 Please indicate the evaluation system used:
Marks and percentage system – 1, Grading by numbers/ letters - 2
0

2.6.2.2 If you use the grading system, how many performance levels do you use?

2.6.2.3 What is the minimum passing grade?

2.6.3 Who Evaluates?

Please indicate who makes the evaluation, and in what proportion, in the following table:

	Proportion of the Total Evaluation		
	Subjects	Term Paper/ Research Project	Fieldwork Practicum
Internal examiners			
External examiners			
Self- Evaluation			
Peer Evaluation			
Total Evaluation			

2.6.4 Moderation

2.6.4.1 Has your institution/ University developed a moderation policy for the evaluation system? Yes – 1, No – 2 0

2.6.4.2 If yes, Please elaborate the policy.

2.6.4.3 What is the procedure used for moderation?

2.6.5 Re-evaluation

2.6.5.1 Has your institution/ University developed a re-evaluation policy?
Yes - 1, No – 2 0

2.6.5.2 If yes, please elaborate the policy.

2.6.5.3 What is the procedure used for re-evaluation?

2.6.6 Results, Certification and Prizes

2.6.6.1 Please indicate how the results are classified, in the following table:

Result	Percentages/ Grades
Distinction	
First class	
Second class	
Third class	
Failure	

2.6.6.2 Does your institution provide a general character certificate/ individualised testimonial to the students with the degree and the mark sheet?
A general character certificate – 1, Individualised testimonial – 2 Neither - 3
0

2.6.6.3 Does your institution present prizes to students? Yes – 1, No –2
0

2.6.6.4 If yes, please elaborate for what.

2.7 Role of Social Work Faculty Members

2.7.1 Recruitment of Social Work Faculty Members

2.7.1.1 What are the criteria used for recruiting social work faculty members?

2.7.1.2 What is the procedure used for recruiting social work faculty members, with reference to composition and meetings of the selection committee?

2.7.2 Profile of Social Work Faculty Members

2.7.2.1 Please indicate the number of social work faculty members' positions sanctioned and filled by designation, sex and castes/ tribes, in the following table:

Position for Social Work Faculty Members	No. Sanctioned	No. Filled								
		Total			Female			Male		
		Ge	SC	ST	Ge	SC	ST	Ge	SC	ST
Lecturer	0	0	0	0	0	0	0	0	0	0
Senior Lecturer	0	0	0	0	0	0	0	0	0	0
Selection Grade Lecturer	0	0	0	0	0	0	0	0	0	0
Readers	0	0	0	0	0	0	0	0	0	0
Professors	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

2.7.2.2 What are the reasons for vacant posts not filled?

2.7.2.3 What are the reasons if SC/ST reservations are not filled?

2.7.2.4 What are the reasons if gender parity is not maintained?

2.7.2.5 Have you appointed any faculty members with disability?

Yes – 1, No – 2 0

2.7.2.7 Please indicate the nature of academic qualifications and discipline wise distribution of permanent social work faculty members, in the following table:

Highest Qualification	No. Qualified from the Same Institution	No. Qualified from Other Institutions	No. Qualified in Social Work	No. Qualified in Other Disciplines	Total
Post-Doctorate	0	0	0	0	0
Doctorate degree	0	0	0	0	0

MPhil degree	0	0	0	0	0
Master's degree	0	0	0	0	0
Bachelor's degree	0	0	0	0	0
Total	0	0	0	0	0

2.7.2.7 How many social work faculty members have passed NET/ SET?

0

2.7.2.8 How many social work faculty members are recognised as MPhil (SW) and PhD (SW) guides?

0

2.7.2.9 How many ad hoc social work faculty members are appointed?

0

Please give reasons for appointing ad hoc social work faculty members:

2.7.2.10 How many visiting faculty members are invited?

0

Please give reasons for inviting visiting faculty members:

2.7.3 Tasks and Workload of Social Work Faculty Members

Please indicate the relevant average numbers by designation, in the following table:

No. of	Professors	Readers	Lecturers	Others
Subjects taught per semester/ term				
Students for fieldwork supervision				
Students for research guidance				

Faculty Tasks	Average No. of Hours per Week
Preparing for class	0
Teaching in classrooms and evaluation	0
Fieldwork supervision: Organisational visits, concurrent/ block fieldwork, rural camp/ study tour and so on	0
Field consultation and contributing to field action projects	0
Guidance and evaluation of project reports	0
Conducting research and knowledge development	0
Writing for publication	0
Organising seminars and conferences	0
Presenting papers at seminars and conferences	0
Consultancy	0
Organising continuing and extension education courses	0
Contributing to continuing and extension education courses	0
Contributing to professional associations	0
Contributing to the administration of the institution	0
Any other (Please specify)	0
Total	0

2.7.4 Faculty Development Activities

2.7.4.1 Please indicate the number of social work faculty members who have benefited from the UGC Schemes for faculty development, in the following table:

Type of UGC Scheme	No. Benefited
Participation in Orientation/ Refresher Courses	0
Faculty Improvement Programme	0

Sabbatical leave to do research/ write	0
Career Advancement Scheme of UGC	0
Any other (Please specify)	0

2.7.4.2 Does your institution carry out any of the following activities for faculty development?

	Yes – 1, No –2
Conduct training courses for faculty members	0
Invite guest speakers	0
Reflective retreat for the faculty members	0
Faculty exchange programme	0
Educator-practitioner exchange programme	0

2.7.5 Monitoring, Evaluation and Recognition of Performance of Faculty Members

2.7.5.1 Has your institution developed a system of self-appraisal for faculty members?
Yes - 1, No – 2 0

2.7.5.2 Has your institution developed a system of rewarding faculty with good teaching/ research/ extension performance? Yes - 1, No – 2 0

If yes, please elaborate on the criteria and the procedure.

2.7.5.3 Please indicate how many faculty members have received recognition from outside the institution, in the following table:

Recognition	No. of Faculty Members
Awards from other organisations	0
Members of Boards of Studies of Other Universities	0
Members of Selection Panels of Other Universities	0
Members of Board of Examiners of Other Universities	0

Conduct of National and State level Eligibility Tests (NET/SET)	0
Members of Committees of Voluntary Organisations	0
Members of Government Commissions/ Committees/ Panels	0
Members of International Commissions/ Committees/ Panels	0
Any other (Please specify)	0

III RESEARCH, CONSULTANCY AND EXTENSION

3.1 Social Work Research and Knowledge Development and Dissemination

3.1.1 *Social Work Research*

3.1.1.1 Please indicate the numbers of faculty members conducting research, research projects completed and in progress at present and research tools developed, in the following table:

	No.
Faculty members carrying out research	
Research projects completed in the last five years	
Research projects in progress at present	
Research tools developed	

3.1.1.2 Please provide the distribution of your research projects in the last five years, by the sponsors, in the following table:

Sponsors	No. of Projects	Total Amount of Funds Received
Without any funds		
Institutional/ University funds		
State Government		
Central Government		
University Grants Commission		
Indian Council for Social Science Research		
UN organisations in India		
Other international organisations		
Voluntary organisations/ Private trusts		
Any other (Please specify)		

3.1.1.3 Have your faculty members applied for/ obtained grants under the UGC Scheme of Research Awards/ Major Research/ Minor Research?

	Not Applied	Applied	Obtained
Research Awards			
Major Research			
Minor Research			

3.1.1.4 How many research projects fall in the following categories in the last five years?

	No. of Projects
Effectiveness and efficiency of social work intervention, and theorisation from practice	
Policy and programme analyses	
Research on teaching-learning methods used in class, fieldwork supervision and research guidance and so on	
Documentation of best practices	
Development of teaching-learning resources	
Any other (Please specify)	

3.1.1.5 List the faculty research projects that are used in teaching/ practice/ policy making/ further research, in the following table:

Used for	List Research Projects

Teaching	
Policy making	
Practice	
Further research	
Any other (Please specify)	

3.1.1.6 Please indicate how many faculty members disseminated their research reports, in the following manners, in the last five years:

Method of Dissemination of Research Reports	No. of Projects
Dispatch copies to the sponsors and stakeholders	
Organise dissemination workshops	
Send summaries to journals for publications	
Prepare articles for journal publication	
Prepare books for publication	
Prepare simple booklets for dissemination to the participants of the research and society at large	
Upload it in websites	

3.1.1.7 Does your institution provide facilities to Postdoctoral/ Visiting Professors/ Visiting Fellows/ Emeritus Fellows for doing research? Yes - 1, No - 2
0

3.1.1.8 Please indicate what structures facilitate research related tasks, in the following table:

Tasks	Structures to Facilitate these Tasks
Funding faculty research	
Reviewing research proposals that are sent out for funding	
Reviewing the ethical aspects in research	
Training faculty members in research methodology	
Carrying out research	

Developing teaching-learning resources	
Any other (Please specify)	

3.1.2 Publication

3.1.2.1 Please indicate the number of different types of publications by your faculty members in the last five years, in the following table:

Publication of Articles	No. of Faculty Members who Published Articles in the last five years	No. of Articles Published in the last five years
In newspapers or newsletters or magazines	0	0
In refereed Indian journals	0	0
In refereed international journals	0	0
In Indian edited books	0	0
In international edited books	0	0
In a report which may be printed on a CD	0	0
Any other (Please specify)	0	0
Publication of Books	No. of Faculty Members who Published	No. of Books Published in the last five years
Books written	0	0
Indian books edited	0	0
International books edited	0	0

Any other (Please specify)	0	0
Editing of Periodicals	No. of Faculty Members who Edited	No. of Periodicals Edited in the last five years
Editing an Indian newsletter	0	0
Editing an International newsletter	0	0
Editing a journal	0	0
Special issues of Indian journals edited	0	0
Special issues of international journals edited	0	0
Editing a Series	0	0
Editing an encyclopaedia	0	0
Any other (Please specify)	0	0
Other Roles in Publication	No. of Faculty Members	
Members of Editorial Boards of Journals/ Encyclopaedia	0	
Referees for Journals	0	
Any other (Please specify)	0	

3.1.2.2 Does your institution have a publication department/ unit? Yes - 1, No - 2
0

If yes, what is its staff structure?

3.1.2.3 What are the tasks of the publication department/ unit?

Tasks	Yes - 1, No - 2
Publishing a journal	0
Publishing books	0
Printing reports and other matter	0

Organising book exhibition-cum-sale	0
Any Other (Please specify)	0

3.1.2.4 What equipment does it have?

3.1.2.5 Has it developed guidelines for publication? Yes - 1, No - 2
0

3.1.2.6 Does it provide subsidy to students? Yes - 1, No – 2
0

3.1.3 *Audio-Visuals Developed*

Have your faculty members developed audio-visuals? Yes – 1, No – 2
0

3.1.4 *Seminars/ Conferences*

3.1.4.1 Please indicate the number, themes and sponsors of the seminars/ conferences organised at different levels, in the last five years:

Level	No.	Themes	Sponsors
Local	0		
Regional	0		
National	0		
International	0		

3.1.4.2 Have your faculty members applied for/ obtained grant under the UGC Scheme of Research Workshops/ Seminars/ Symposia and Conferences in Colleges, in the last five years?

Status	Code
Do not know about it	0
Not applied	1
Applied	2
Obtained	3
	0

3.1.4.3 Please provide the number of faculty members who contributed to seminars/ conferences, in the last five years, in the following table:

Level	No. who Presented Papers	No. who were Invited as a Resource Person/ Chairperson/ Discussant
Local	0	0
State	0	0
National	0	0
Regional	0	0
International	0	0

3.1.5 Interviews for/ Columns in Mass Media

3.1.5.1 Kindly provide information about interviews given by your faculty members to mass media (such as newspapers, magazines, television), in the last five years, in the following table:

Type of Mass Media	No. of Faculty Members who have given the Interviews	Topics
Newspapers	0	
Magazines	0	
Radio	0	
Television	0	
Documentary Films	0	

3.1.5.2 Kindly provide information about columns written by your faculty members in print media, in the following table:

Type of Print Media	No. of Faculty Members who write columns	Topics
Newspapers	0	
Magazines	0	

3.2 Consultancy in Social Work, Welfare and Development

3.2.1 Consultancy by Types and Outcome

3.2.1.1 Please indicate the number of faculty members providing consultancies to the following types of organisations, in the last five years:

Types of Organisations	No. of Faculty Members Providing Honorary Consultancy	No. of Faculty Members Providing Paid Consultancy
Consultancy provided to Fieldwork Agencies	0	0
Consultancy provided to Other Voluntary Organisations	0	0
Consultancy provided to Central Government Organisations	0	0
Consultancy provided to State Government Organisations	0	0
Consultancy provided to Local Self Government	0	0
Consultancy provided to Research Organisations	0	0
Consultancy provided to Other Institutions for Social Work Education	0	0
Consultancy provided to Other Institutions of Higher Education	0	0
Consultancy provided to International Organisations	0	0
Consultancy provided to Corporate Bodies	0	0
Any Other (Please specify)	0	0

3.2.1.2 Please indicate the number of faculty members providing consultancies of the following types, in the last five years:

Type of Consultancies	No. of Faculty Members
Intervention Strategies	0
Policy and Administration	0
Training	0
Research	0

Any other (Please specify)	0
----------------------------	---

3.2.1.3 Please indicate the number of faculty members according to the types of outcome of the consultancies provided, in the last five years:

Type of Outcome of Consultancies	No. of Faculty Members
Publication	0
Changes in Policies and Programmes	0
Methodological Innovations	0
Networks/ Associations Developed	0
Any Other (Please specify)	0

3.2.1.4 Please indicate the number of consultancy projects that your institution get through different methods, in the past five years, in the following table:

Method of getting Consultancy Projects	No. of Consultancy Projects
Invited by the funding organisation	0
By going through the bidding procedure	0
By assignment based on “advantage of merit” criterion (The project is assigned by client to the institution/ individual teachers on the basis of their merit)	0
Any other (Please specify)	0

3.2.1.5 What is the total amount earned by your institution through consultancies in the last five years?

3.2.2 Guidelines for Consultancy

3.2.2.1 Has your institution developed guidelines for the following aspects of consultancy?

Guidelines for Consultancy	Yes – 1, No – 2
When and how frequently the faculty members should take leave from the institution to carry out the consultancy, what type of leave and whether salary will be protected.	0
Ethical principles to be followed.	0
What should be the outcome of the consultancy.	0
What infrastructure does the institution will make available for the consultancy work.	0
What are the fees charged, if it is paid consultancy.	0
How the fees may be divided between the institution and the faculty member.	0

3.2.2.2 Does your institution have a budget for preparing tender documents and participating in the bidding processes and other preparatory work?

Yes – 1, No – 2 0

3.3 Continuing and Extension Education

3.3.1 Continuing Education Courses Conducted

3.3.1.1 Please provide the details of the continuing education courses conducted for different target groups in the last five years, in the following table:

Target Group	No. of Training Courses conducted	Whether Curriculum Developed Yes – 1, No - 2	Themes	Sponsor
Social work practitioners	0	0		
Social work educators	0	0		

3.3.1.2 Were training needs of the concerned groups assessed before starting a course? Yes - 1, No – 2 0

3.3.1.3 If yes, please elaborate.

3.3.1.4 List the teaching methodologies used in the continuing education courses mentioned.

3.3.1.5 Does your institution compile reading material for the participants on the theme of the courses? Yes - 1, No – 2

0

3.3.1.6 Does your institution conduct continuing education through the distance mode or E-learning? Yes - 1, No – 2

0

If yes, please elaborate.

3.3.1.7 Does your institution ask your participants to evaluate your training courses?

Yes - 1, No – 2

0

3.3.1.8 Does your institution run a Refresher Course Centre/ an Academic Staff College for social work educators? Yes - 1, No - 2

0

3.3.1.9 If yes, have you prepared any guidelines for the same? Yes - 1, No - 2

0

3.3.2 Contribution to Continuing Education Courses of Other Institutions

Please indicate the number of faculty members who have contributed to continuing education courses of other institutions, in the last five years, in the following table:

Target Group of Continuing Education Courses	No. of Faculty Members Contributed
Social work practitioners	0
Social work educators	0

3.3.3 *Extension Education Courses Organised*

Please indicate the number of extension education courses conducted for different groups in the last five years.

Target Group	No. of Training Courses conducted	Whether Curriculum Developed Yes – 1, No - 2	Themes	Sponsor
Paraprofessional social workers	0	0		
Voluntary social workers	0	0		
Functionaries of voluntary organisations	0	0		
Government functionaries	0	0		
Elected representatives	0	0		

3.3.4 *Extension Education Courses Contributed to*

Please indicate the number of faculty members who have contributed to extension education courses of other institutions, in the last five years and attach the details.

Target Group of Continuing Education Courses	No. of Faculty Members Contributed
Paraprofessional social workers	0
Voluntary social workers	0
Functionaries of voluntary organisations	0
Government functionaries	0
Elected representatives	0
Any other (Please specify)	0

3.4 Field Action Projects

3.4.1 Guidelines for Field Action Projects

Has your institution developed guidelines for field action projects?

Yes – 1, No – 2

0

3.4.2 Profile of Field Action Projects

3.4.2.1 How many field action projects does your institution conduct?

3.4.2.2 How many faculty members are involved with field action projects?

3.4.2.3 Please indicate the number of BSW students placed with FAPs at a time:

3.4.2.4 Please indicate the number of MSW students placed with FAPs at a time:

3.4.3 Role of the Institution

Please indicate in the following table how the institution supports the FAPs:

Support to FAPs	Yes – 1, No – 2 Please explain
Provides space	0
Mobilises funding	0
Provides guidance	0
Any other (Please specify)	0

3.4.4 Outcome of Field Action Projects

Please indicate the outcome of field action projects, in the following table:

Type of Outcomes	Names of the Field Action Project and its Outcome
Innovations in social work intervention	
Student training	

Training of voluntary and government functionaries	
Developed a training module	
Network of related organisations	
Research and publications	
Developed a research instrument	
Implications for teaching-learning and curriculum review	
Implications for policy planning	
Project taken over by the Government	
Project replicated in other places	
Generated new job opportunities	
Other ripple effects (Please specify)	

3.4.5 Review of FAPs

3.4.5.1 Does your institution carry out periodic reviews of the FAPs? Yes – 1, No - 2
0

3.4.5.2 Have any of the FAPs closed down? State reasons for their closure.

3.4.5.3 Name the FAPs that have become independent:

3.4.5.4 What is the nature of link/ relationship between the independent FAPs and the institution?

IV INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Building and Open Space

4.1.1 Ownership and Sharing of the Building

4.1.1.1 Please indicate who owns the building of the institution, in the following table:

Ownership of the Building	Code
Owned by management	1
Owned by university	2
Rented building	3
Any other (Please specify)	4
	0

4.1.1.2 Does your institution share the building with others?

Sharing with	Sharing different parts of the building – 1, Sharing in shift system – 2, No sharing - 3
Other activities of the management	0
Other programmes of the college/ department/ university (Please specify)	0
Any other (Please specify)	0

4.1.2 Area and Master Plan

4.1.2.1 Please indicate the area of your institution, in the following table:

	Area in Square Feet
Total Campus Area	0
Built Up Area of the Building	0
Open Area	0

4.1.2.2 Is there a master plan of the building, indicating the existing building and the projected expansion in the future? Yes – 1, No –2
0

4.1.3 Sections of the Building

4.1.3.1 Please indicate the number of the different parts of the building, in the following table:

Sections of the Building	No.	Belongs to the Institution for Social Work Education-1, Shares with Other Programmes- 2
Classrooms available for use all the time	0	0
Faculty offices	0	0
Administration offices	0	0
Common rooms for students	0	0
Common rooms for staff	0	0
Sick/ Rest room	0	0
Toilets for men	0	0
Toilets for women	0	0
General assembly hall	0	0
Meeting rooms	0	0
Student counsellor's room	0	0
Rooms for field action projects	0	0
Rooms for research project staff	0	0
Storage	0	0
Any other (Please specify)	0	0

4.1.3.2 To what extent are the built facilities differently abled-friendly?

	Code
Not at all	0
To some extent	1
To a large extent	2

4.1.3.3 Has your institution applied for/ obtained grant under the UGC Scheme of Infrastructure for Women Students, Teachers and Non-Teaching Staff in Universities?

Status	Code
Do not know about it	0
Not applied	1
Applied	2
Obtained	3
	0

4.1.4 Open Space

4.1.4.1 Does your building have trees and garden around it? Yes – 1, No – 2
0

4.1.4.2 Does your institution have outdoor recreation facilities? Yes – 1, No – 2
0

4.1.5 Segregation and Recycling of Waste

4.1.5.1 Has your institution developed a system of segregation and recycling of waste? Yes – 1, No – 2
0

4.1.5.2 If yes, please elaborate.
0

4.1.6 Expenditure on Maintenance

What percentage of the total grant was spent on maintenance, in the last three years?

4.2 Computer Facilities

4.2.1 Please indicate the details of the computer facilities in your institution, in the following table:

	No. of Computers	No. of Printers	Email Available – 1, Not Available - 2	Internet Available – 1, Not Available - 2
For students	0	0	0	0
For faculty members	0	0	0	0
For administrative sections	0	0	0	0

4.2.2 What supporting equipment does your institution have to maintain the computers?

4.2.3 Does your institution have a maintenance contract for these computers?
Yes – 1, No – 2 0

From which funds are these maintained?

4.2.4 Has your institution applied/ obtained grant under the UGC Network Resource Centres (UGC-NRC) Scheme for computers and Internet connectivity?

Status	Code
Do not know about it	0
Not applied	1
Applied	2
Obtained	3

4.2.5 Are the following office data and processes computerised?

	Data Computerised – 1, Not Computerised - 2	Processes Computerised – 1, Not Computerised - 2
Application of Candidates	0	0
Enrolment of Students	0	0
Performance of Students	0	0
Recruitment of Staff	0	0

	Data Computerised – 1, Not Computerised - 2	Processes Computerised –1, Not Computerised -2
Performance of Staff	0	0
Promotion of Staff	0	0
Accounts	0	0
Any Other (Please specify)	0	0

4.3 Communication Facilities

Please provide the details of the communication facilities of your institution, in the following table:

Communication Facilities	Owned by Institution for Social Work Education – 1, Shared with Other Programmes – 2
<i>4.3.1 Phones</i>	0
<i>4.3.2 Fax</i>	0
<i>4.3.3 Website</i>	0
<i>4.3.4 Any other (Please specify)</i>	0

4.4 Library of Learning Resources

4.4.1 Availability of Relevant Literature in the Library

4.4.1.1 Does your institution have a separate social work library or does it use a combined library of the multi-faculty college or university?

Separate library – 1, Combined library - 2

4.4.1.2 Please indicate the range of relevant literature available in the library, in the following table:

Type of Literature	No.		
	English	Hindi	Local Language
Newspapers and news magazines			
Social work encyclopaedia			

Social work books			
Social work journals			
Other books			
Other journals			
Newsletters of social work professional associations			
Census data			
Five-Year Plans			
Reports of relevant ministries, departments and commissions			
United Nations publications			
Literature developed by voluntary organisations			
Case studies			
Research reports			
Project Report			
Alternate Forms of Literature/ Equipment for the Visually Handicapped			
Any other (Please specify)			

4.4.1.3 Please indicate the number of books added in the last two years:

4.4.1.4 Please indicate the number, extent of use and maintenance of audio-visual aids and equipment, in the following table:

Equipment	No.
Flip chart stands	
Overhead projectors	
Radio	
Audio cassettes	

Audio cassette player	
Television	
Slides	
Slide projector	
Video cassettes	
Video cassette player	
LCD projector	
Any other (Please specify)	

4.4.2 Reading Room Space

Please indicate the space and seats available in your library, in the following table:

Library space in square feet	
Space for reading room in square feet	
Seating capacity	

4.4.3 Appointment of Professional Library Staff

Please indicate the number of professional library staff appointed in the library, in the following table:

Professional Library Staff	No.
Librarian	
Deputy Librarian	
Assistant Librarian	
Other staff in the Library (Please specify)	

4.4.4 Library Facilities

4.4.4.1 Has your library computerized its catalogue? Yes – 1, No –2

0

4.4.4.2 Does your library prepare an Annual Index of Acquisition? Yes – 1, No –2

0

4.4.4.3 Does your library provide the INFLIBNET facilities? Yes – 1, No –2

0

4.4.4.4 Does your library provide Inter-Library Exchange facilities? Yes – 1, No –2

0

4.4.4.5 Does your library arrange for Book Banks? Yes – 1, No –2

0

4.4.4.6 Does your library have photocopiers? Yes – 1, No –2

0

4.4.5 Working of the Library

Please indicate the details of the working of your library, in the following table:

	No.
Working days per year	0
Working hours per day	0
No. of books issued per student at a time	0
No. of books issued to students in the last academic year	0
No. of books issued per staff member at a time	0
No. of books issued to staff in the last academic year	0
No. of visits by students in a day	0
No. of visits by staff in a day	0

4.5 Other Facilities

Please provide details of other infrastructural facilities of your institution, in the following table:

Other Facilities	Describe	Belongs to the Institution for Social Work Education –1, Shared with Other Programmes- 2
<i>4.5.1 Canteen/ Dining Hall</i>		0
<i>4.5.2 Health Centre</i>		0
<i>4.5.3 Sports and Recreation Facilities</i>		0
<i>4.5.4 Conference/ Seminar Hall</i>		0
<i>4.5.5 Hostels</i>		0
<i>4.5.6 Guest House</i>		0
<i>4.5.7 Staff Housing</i>		0
<i>4.5.8 Vehicle</i>		0
<i>4.5.9 Any Other (Please specify)</i>		0

4.5.10 Day Care Centre

Has your institution applied/ obtained a grant under the UGC Scheme for a Day Care Centre?

Status	Code
Do not know about it	0
Not applied	1
Applied	2
Obtained	3

V STUDENT-RELATED MATTERS

5.1 Admission Criteria and Procedures

5.1.1 Admission Criteria and Procedures for BSW and MSW Programmes

5.1.1.1 In which newspapers/ website does your institution publicise the admission schedule of the social work academic programmes?

5.1.1.2 Please indicate your admission criteria, objectives, qualifying standards and weightage, in the following table:

Admission Criteria	Objectives	Qualifying Standards	Weightage in Percentage
Academic Background			
Essay Test			
Group Discussion			
Interviews			
Any other (Please specify)			

How does your institution make the admission criteria known to the prospective candidates?

5.1.1.3 How many students applied and how many did you give admission to in the last two years?

	BSW		MSW	
	No. who Applied	No. who got Admission	No. who Applied	No. who got Admission
Last year				
Year before last				

5.1.1.4 What is the faculty-student ratio?

5.1.1.5 Does your institution facilitate admission of the following?

	Yes - 1, No - 2
Scheduled Castes/ Tribes	0
Differently Abled	0
Girls	0

5.1.1.6 If yes for any of the above, how is the facilitation done?

5.1.1.7 Please indicate the dropout rate in the last two years, in the following table:

Period	No. of Students Took Admission	No. of Students Dropped Out	Reasons for Dropping Out
Last year			
Year before last			

5.1.1.8 Please indicate if your institution has a student exchange programme:
Yes – 1, No – 2 0

5.1.1.9 If yes, please elaborate with whom and how it works.

5.1.2 Admission for MPhil and PhD Programmes in Social Work

5.1.2.1 What are the admission criteria for enrolment into the MPhil and PhD programmes in Social Work ?

5.1.2.2 What is the procedure for admission into the MPhil and PhD programmes in Social Work ?

5.1.2.3 What is the ratio of guide to students?

5.1.3 Present Enrolment

5.1.3.1 Please indicate the present enrolment in the social work programmes by sex, in the following table:

Level of Social Work Programme	No. of Students		
	Female	Male	Total
BSW			
MSW			
MPhil (SW)			
PhD (SW)			
Certificate			
Diploma			
Any other (Please specify)			
Total			

5.1.3.2 What percentage of the MPhil and PhD students hold the Junior Research Fellowship?

5.1.4 Background Attributes of Students

5.1.4.1 Please indicate the background attributes of the social work students, in the following table:

Regional Representation	Percentage of Students			
	General	Scheduled Castes	Scheduled Tribes	Total
Urban areas of the same state				
Rural areas of the same state				
Students from other states of India				
Non-resident Indian students				
Foreign students				
Total				

5.1.4.2 How many differently abled students have you had in the last five years?

5.2 Services and Activities for Students

Please give details about the services and activities for students, in the following table:

Services and Activities	Describe	Committee/ Personnel Appointed	No. of Beneficiaries in the last two years
5.2.1 Scholarships, Freeships and Loans			
5.2.2 Remedial Coaching			
5.2.3 Book Banks			
5.2.4 Health Services			
5.2.5 Counselling Services			
5.2.6 Special Services for Differently Abled			

<i>Students</i>			
<i>5.2.7 Sports and Recreational Activities</i>			
<i>5.2.8 Student Participation in Regional and National Activities</i>			
<i>5.2.9 Facilitating Students' Union/ Forum related Activities</i>			
<i>5.2.10 Facilitating Students' Newsletter</i>			
<i>5.2.11 Services to Overseas Students</i>			
<i>5.2.12 Any Other (Please Specify)</i>			

5.2.13 Hostel Accommodation

5.2.13.1 If your institution has its own hostel, please indicate the nature of accommodation and number of occupants, in the table below:

Nature of Accommodation	No. of Students		
	Male	Female	Total
Single rooms			
Double-seaters			
Multi-seaters			
Dormitory			
Total			

5.2.13.2 Does the institution have linkages with other resources in the area to facilitate boarding facilities for needy students? Yes – 1, No - 2

0

5.2.13.3 Have you applied/ obtained grant under the UGC Scheme of Construction of Women's Hostels?

Status	Code
Do not know about it	0
Not applied	1
Applied	2
Obtained	3

5.3 Rules for Discipline and Grievance

5.3.1 *Monitoring Attendance of Students*

5.3.1.1 Do faculty members take attendance in every class? Yes - 1, No - 2
0

5.3.1.2 What is the minimum expected attendance in class-work?
0

5.3.1.3 What is the minimum expected percentage of attendance in fieldwork?

5.3.1.4 What measures are taken when attendance is less than the minimum requirement?

5.3.2 *Rules for Discipline and Grievance*

5.3.2.1 Has your institution developed written rules for students' discipline?
Yes – 1, No – 2 0

5.3.2.2 Has your institution developed a grievance redressal system to address students' issues? Yes - 1, No – 2 0

5.3.2.3 If yes, what is its procedure?

5.4 Results, Job Placement and Alumni Network

5.4.1 Results

Please indicate the results of the last two batches of students, in the following table:

Results	No. of Students in the last Year			No. of Students in the Year before Last		
	BSW	MSW	Total	BSW	MSW	Total
Passed with Distinction	0	0	0	0	0	0
Passed in first class	0	0	0	0	0	0
Passed in second class	0	0	0	0	0	0
Passed in third class	0	0	0	0	0	0
Failed	0	0	0	0	0	0

5.4.2 Cell for Career Counseling and Job Placement

Does your institution have a cell for career counseling and job placement?

Yes – 1, No - 2

0

5.4.3 Data Bank on Alumni Job Profile

5.4.3.1 Please provide the distribution of male and female students who have received different degrees from your institution, in the last ten years, in the following table:

Level of Social Work Programme	No. of Students		
	Female	Male	Total
BSW	0	0	0
MSW	0	0	0
MPhil	0	0	0
PhD	0	0	0
Certificate	0	0	0
Diploma	0	0	0
Any other (Please specify)	0	0	0

Total	0	0	0

5.4.3.2 Please indicate the proportion of your alumni of the last ten years, employed in the different types of jobs, in the following table:

Job Status	Nil – 1, Some – 2, Many -3
Welfare Organisations	0
Development Organisations	0
Action Groups	0
Industries	0
Government Jobs	0
Started a New Organisation	0
Institution for Social Work Education	0
Non-Social Work Jobs	0
No jobs	0

5.4.4 Alumni Feedback System

Does your institution have any of the following feedback systems with your alumni?
If yes, indicate the frequency of the systems in place.

Alumni Feedback System	Frequency in a Year
Alumni Newsletter	
Alumni Dinners	
Alumni Meetings	

5.4.5 Alumni Association

5.4.5.1 Do you have an alumni association?

Of the institution for social work education alone – 1, Of the university – 2,
Neither - 3

0

5.4.5.2 If yes, how is its executive committee structured?

5.4.5.3 What are its tasks?

5.4.5.4 How frequently does it meet?

VI ORGANISATION AND MANAGEMENT

6.1 Organisational Structure, Functions and Process

6.1.1 Management Structure and Functions

6.1.1.1 Please indicate the title of the institution's management body, in the following table:

	Code
Governing Board	1
Executive Council	2
Local Management Committee	3
Any other (Please specify)	4
	0

6.1.1.2 Does the management run other educational programmes besides this one?

Yes – 1, No – 2 0

If yes, which ones?

6.1.1.3 Who chairs this body?

6.1.1.5 Please indicate the number of members and term of office by type of membership of the management body, in the following table:

Members	No.	Term of Office
Experts from social work discipline	0	
Experts from other disciplines	0	
Representatives of trusts	0	
Representatives of UGC	0	
Representatives of Welfare/ Education/ other	0	

ministries		
Social work practitioners	0	
The Head of the institution	0	
The administrative head	0	
Representatives of faculty members	0	
Representatives of non-teaching staff	0	
Representatives of students	0	
Representatives of alumni	0	
Any other (Please specify)	0	
Total	0	

6.1.1.6 What are the functions of the management body?

6.1.1.7 How frequently does it meet?

6.1.2 Board of Social Work Studies

6.1.2.1 Does your institution have a board of studies for the Social Work Education Institution? Yes – 1, No - 2 0

6.1.2.2 If yes, what is it called?

6.1.2.3 What are the criteria for the selection of the chairperson of the board?

6.1.2.4 Please indicate the number and term of office by type of membership of the board, in the following table:

Members	No.	Term of Office
Experts from social work discipline	0	
Experts from other disciplines	0	
Social work practitioners	0	
Representatives of faculty members	0	
Representatives of students	0	
Representatives of alumni	0	
Any other (Please specify)	0	
Total	0	

6.1.2.5 If there is no board of social work studies, which board deals with the academic matters of the institution for social work education?

	Code
Board of Social Science	1
Board of Arts	2
Any other (Please specify)	3
	0

6.1.2.6 What are the functions of the board of social work studies?

6.1.2.7 How frequently does it meet?

6.1.3 Academic Structure

6.1.3.1 Is the institution divided into departments? Yes - 1, No – 2 0

6.1.3.2 If yes, which ones?

6.1.4 Head of the Institution

6.1.4.1 What is the title of the head of the institution?

Title of the Head of the Institution	Code
Head	1
Principal	2
Dean	3
Director	4
Chairperson	5
Convener	6
Any other (Please specify)	7
	0

6.1.4.2 Please indicate the mode of selection of the head, in the following table:

Mode by which the Head is Identified	Code
By rotation according to seniority among Professors only	1
By rotation among Professors and Readers	2
Through a search committee	3
Selection by the management	4
Through open advertisement	5
Any other (Please specify)	6
	0

6.1.4.3 If you have rotating headship, what is the term of occupancy?

6.1.4.4 What are the functions of the Head?

6.1.4.5 Please indicate the designation of the present Head, in the following table:

Designation	Code
Professor	1
Reader	2
Lecturer	3
	0

6.1.4.6 Please indicate the disciplinary background of the present head, in the following table:

Disciplinary Background of the present Head	Code
Social work	1
Other than social work (Please specify)	2
Position not filled	3
	0

6.1.4.7 Does your institution have a position of a vice-principal/ deputy director/ vice-chairperson? Yes – 1, No –2 0

6.1.5 Head of Administration

6.1.5.1 What is the title of the head of administration of the institution?

6.1.5.2 What are the functions of the head of administration?

6.1.5.3 What are the qualifications required of the head of the administration?

6.2 Planning, Reporting and Review Structures and Procedures

6.2.1 Planning Committees and Procedures

Please provide information about who prepares the plans of the institution for social work education for different time periods and the procedures used, in the following table:

Planning		
Period of Planning	Who Prepares	Procedure Used for Preparation
Perspective Planning		
Five Year Planning and Budgetting		
Annual Planning and Budgetting		
Semester/ Six Monthly Planning and Budgetting		

6.2.2 Reporting Committees and Procedures

Please provide information about who prepares the reports and procedures used for reporting of the implementation of the plan of the institution for social work education for different time periods, in the following table:

Reporting		
Period of Reporting	Who Prepares	Procedure Used for Preparation
Perspective Reporting		
Five Year Reporting		
Annual Reporting		
Semester/ Six Monthly Reporting		

6.2.3 Review Structure and Procedures

6.2.3.1 Please provide information about who reviews and the procedures used for review of the institution for social work education for different time periods, in the following table:

Review		
Period of Review	Who Reviews	Procedure Used for Review
Perspective Review		
Five Year Review		
Annual Review		
Semester Review		

6.2.3.2 Please indicate who reviews what aspects of the institution, in the following table:

Review of	Students	Faculty Members	Non-Teaching Staff
Curricular Aspects			
Fieldwork Practicum			

Teaching-Learning and Evaluation			
Research			
Consultancy			
Continuing and Extension Education			
Field Action Projects			
Infrastructure and Learning Resources			
Student Support and Progression			
Organisation and Management			

6.2.3.3 How are these reviews used?

6.2.3.4 Please indicate the frequency of social work faculty members' meetings held, in the following table:

Frequency of Social Work Faculty Members' Meetings (on the average)	Code
Once a week	1
Once a fortnight	2
Once a month	3
Once a semester	4
Need-based (state need-based meetings in the last two years)	5
	0

6.2.4 Committees

If you have the following committees, please answer the questions in the following table:

	How is the convener of the committee selected?	How are the members of the committee selected?	What are the committee's tasks?	How frequently does the committee meet in a year?
Moderation Committee				
Reevaluation Committee				
Research Committee				
Committee for Consultancies				
Editorial Committee				
Continuing and Extension Education Committee				
Field Action Project Committee				
Maintenance Committee				
Purchase of Furniture, Equipment and Stationery				
Computer Committee				
Library Advisory Committee				
Admission Committee				
Student Services Committees				
Career Counseling and Job Placement Committee				

Group C Steno Grade II Assistant Upper Division Clerk Lower Division Clerk Machine Operator Driver Carpenter Cook	0	0	0	0	0	0	0	0	0	0
Group D Jamadar Attendants Sweepers Cleaners Peons Watchmen Gardeners	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

6.3.1.2 What are the reasons for vacant posts not filled?

6.3.1.3 What are the reasons if SC/ST reservations are not filled?

6.3.1.4 What are the reasons if gender parity is not maintained?

6.3.1.5 Have you appointed any non-teaching staff with disability?

Yes – 1, No – 2

0

6.3.2 Ratio of Teaching to Non-Teaching Staff

6.3.2.1 What is the ratio of teaching to non-teaching staff?

6.3.2.2 What is the ratio of a secretarial assistant to faculty members?

6.3.3 Contract Staff

6.3.3.1 Does your institution contract staff? Yes – 1, No – 2

0

6.3.3.2 If yes, at what level and for what purpose?

6.3.4 Recruitment, Promotion and Retirement

6.3.4.1 Please indicate the rules followed for recruitment of the non-teaching staff, in the following table:

	Rules Followed
Criteria for selection	
Advertisement of the post	
Procedure of selection	

6.3.4.2 Does your institution facilitate recruitment of the following?

	Yes - 1, No - 2
Scheduled Castes/ Tribes	0
Differently abled	0
Women	0

6.3.4.3 If yes for any of the above, how is the facilitation done?

6.3.4.4 What are the rules followed for promotion of non-teaching staff?

6.3.4.5 For what posts does your institution have internal promotion?

6.3.4.6 For what percentage of the posts does your institution follow internal promotion?

6.3.4.7 At what age do faculty members retire?

6.3.4.8 At what age does non-teaching staff retire?

6.3.4.9 Does your institution provide voluntary retirement benefits to your staff?

Yes – 1, No – 2

0

If yes, please explain.

6.3.4.10 How long does it take to settle the dues of the superannuated persons?

6.3.5 Bye-Laws and Service Rules

6.3.5.1 Does your institution have its own bye-laws? Yes – 1, No – 2

0

6.3.5.2 Please indicate which service rules your institution follows:

	Code
Government of India	1
State Government	2
Any Other (Please specify)	3
	0

6.3.6 Individual Annual Planning, Self-Appraisal, Reporting and Feedback with the Head

If individual annual planning, self-appraisal, reporting and feedback with the head are practiced, please indicate how, in the following table:

Individual Level	How are these Practiced?
Annual Planning	
Self-Appraisal	
Reporting to Supervisor	
Feedback from Supervisor/ Confidential Report	
Procedure for Reward/ Disciplinary Action	

6.3.7 Human Resource Development of Non-Teaching Staff

6.3.7.1 How many courses were organised for the human resource development of the non-teaching staff in the last five years?

6.3.7.2 How many non-teaching staff members were deputed for their human resource development in the last five years?

6.3.8 Staff Services

6.3.8.1 Does your institution provide welfare and development services for the staff?

Yes – 1, No – 2

0

6.3.8.2 Has your institution arranged for a health insurance scheme for the staff?

Yes – 1, No – 2

0

6.3.8.3 Has your institution arranged for a cooperative society for the staff?

Yes – 1, No – 2

0

6.3.8.4 Has your institution arranged for group insurance for the staff?

Yes – 1, No – 2

0

6.3.8.5 Does your institution provide loans to the staff?

Yes – 1, No – 2

0

6.3.9 Grievance Redressal Mechanism

6.3.9.1 Does your institution have a grievance redressal mechanism? Yes – 1, No – 2

0

6.3.9.2 If yes, how are the convener and the members of this committee selected?

6.3.9.3 What is the procedure used?

6.3.9.4 Please indicate the types of grievances reported and how they were resolved, in the last two years:

6.3.10 Staff Union

6.3.10.1 Does your institution have a staff union? Yes - 1, No - 2
0

6.3.10.2 If yes, what is its structure?

6.3.10.3 What are its issues and activities?

6.3.10.3 Has there been any problems between the management and the staff union, in the last five years?

	Yes – 1, No – 2
Gone on strike	0
Gone to court	0
Any other (Please specify)	0

6.3.10.4 If yes to any of the above, please elaborate the reasons and how these were resolved.

6.3.11 Staff Club

6.3.11.1 Does your institution organise socio-cultural recreational events in which all the staff members can participate? Yes – 1, No –2
0

6.3.11.2 If yes, what types of events are organised?

6.3.11.3 Does your institution have a staff club? Yes - 1, No - 2
0

6.3.11.4 If yes, what is its structure?

6.3.11.5 What are its activities?

6.3.11.6 How frequently do they meet?

6.4 Financial Management

6.4.1 Sources of Funds

6.4.1.1 Please indicate the sources of funds for your institution and their percentage of the total income from all the sources, for the last three years, in the following table:

Source of Funds	Percentage of Total Income from all the Sources
UGC Plan Grant	
UGC Non-Plan Grant	
State Government (specify)	
Trust/ Foundations (specify)	
International Organisation (specify)	
Students Fees	
Consultancy	
Other (Please specify)	

6.4.1.2 Please indicate the student fee structure, per year, in the following table:

	Indian Students	Students from Other Developing Countries	Students from Developed Countries
BSW			
MSW			
MPhil			
PhD			
Certificate			
Diploma			

Since when is this fee structure in operation?

6.4.1.3 What is the income per year from self-financed courses?

6.4.1.4 What amounts are generated from other sources of funds in the last two years?

Sources	Amount generated in the last two years
Public and family trusts	
Industrial and business houses	
Individual donations	
Fundraising drives	
Alumni	
Consultancy	
Any other (Please specify)	

6.4.1.5 Has your institution for social work education obtained grant under the UGC scheme for Incentives for Resource Mobilisation, in the last five years?

Yes – 1, No – 2

0

If yes, please provide the details.

6.4.2 Staff Salaries

6.4.2.1 What salary scale does your institution use?

	Code
UGC Scale	1
State Government Scale	2
Any other (Please specify)	3
	0

6.4.2.2 Does your institution pay salaries regularly? Yes – 1, No – 2 0

6.4.2.3 Does your institution pay full amount of salaries? Yes – 1, No – 2 0

6.4.2.4 Does your institution reimburse the fieldwork supervisors' commuting expenses for fieldwork supervision? Yes – 1, No – 2 0

6.4.3 Budget

6.4.3.1 Please indicate how your institution used the plan grant in the last Five-Year Plan, in the following table:

Items	Allocation	Utilization	Reasons for Non-Utilisation of Grant or Deficit
Building			
Equipment			
Books and Journals			
Salaries for new Staff			
Research			
Training Courses			
Field Action Projects			
Student Amenities			
Any Other (Please specify)			

6.4.3.2 What have you done if there is non-utilisation of the grant or deficit?

6.4.3.3 Please indicate how your institution used the maintenance grant, in the last two years, in the following table:

	Last Year	Year before Last
Salaries		
Maintenance		
Total		

6.4.3.3 What is the proportion of the total budget allocated to the academic programmes?

6.4.3.4 What is the unit cost of education, that is total annual revenue budget, divided by the number of students enrolled?

6.4.4 Auditing

6.4.4.1 Does your institution have an internal auditing system? If yes, how does it work?

6.4.4.2 How is the external auditing done? How much time does it take?

6.4.4.3 What objections involving what amounts, were raised by the external auditors in the last two years?

6.4.4.4 Is the audited statement of account published and made available to all?
Yes – 1, No - 2

6.5 Mandatory Cells

6.5.1 Committee/ Cell for Scheduled Castes and Scheduled Tribes

6.5.1.1 Does your institution have a Cell for Scheduled Castes and Scheduled Tribes?

	Yes – 1, No - 2
<i>The institution has an SC/ST Cell</i>	
<i>The university has an SC/ST Cell</i>	

6.5.1.2 What have been its activities in the last two years?

6.5.2 Cell to Combat Sexual Harassment

6.5.2.1 Does your institution have a Cell to Combat Sexual Harassment?

	Yes – 1, No - 2
<i>The institution has a Cell to Combat Sexual Harassment</i>	
<i>The university has a Cell to Combat Sexual Harassment</i>	

6.5.2.2 What types of cases has it handled in the last two years?

VII HEALTHY PRACTICES

7.1 Internal Linkages across the Six Criteria

7.1.1 How does your institution link your teaching programmes to the research, consultancy, continuing and extension education and field action projects that your faculty members carry out?

7.1.2 How does your institution link your research with the consultancy, continuing and extension education and field action projects?

7.1.3 What values of the profession are reflected in your institution's organisational management?

7.2 Regional, National and International Collaborations

7.2.1 Has your institution entered into inter-departmental/ inter-university collaboration in teaching, research, consultancy, continuing and extension education and field action projects?

Yes – 1, No – 2

0

If yes, please elaborate.

7.2.2 Has your institution entered into collaborations with other academic institutions, other institutions for social work education or research organisations?

Yes – 1, No – 2

0

If yes, please elaborate.

7.2.3 Does your institution provide professional outreach to other educational institutions and voluntary organisations?

Yes – 1, No – 2

0

If yes, please elaborate.

7.2.4 Does your institution strengthen inter-professional/ inter-disciplinary contributions to social causes?

Yes – 1, No – 2

0

If yes, please elaborate.

7.2.5 Has your institution responded to disasters for relief and rehabilitation work?

Yes – 1, No – 2

0

If yes, please elaborate.

7.2.6 Has your institution entered into foreign collaboration in teaching, research, consultancy, continuing education and field action projects? Yes – 1, No – 2

0

If yes, please elaborate.

7.3 Contribution to Social Work Professional Associations

7.3.1 Institutional Membership of Social Work Professional Associations

Please indicate if your institution is a member of the following social work professional associations:

Professional Associations	Member – 1, Not Member – 2
Association of Schools of Social Work in India	0
Asia Pacific Association for Social Work Education	0
International Association of Schools of Social Work	0
Inter-University Consortium for International Social Development	0
Regional Association of Social Work (Please specify)	0

7.3.2 Contribution of your Institution to Social Work Professional Associations

Please indicate the contribution of your institution to social work professional associations, in the following table:

Contribution of the Institution	Name of the Social Work Professional Association
Provision of office space and furniture	
Provision of secretarial facilities	
Publishing the association's newsletter	
Hosting conferences/ workshops of national/ international level conducted by the associations	
Any Other Contribution (Please specify)	

7.3.3 Contribution of Faculty Members to Social Work Professional Associations

Please indicate the contribution of your faculty members to social work professional associations, in the following table:

Contribution of Faculty Members	Name of the Social Work Professional Association
Individual Members	
Members of the Executive Committee	
Editing the Newsletter	
Members of Task Forces	
Any Other Contribution (Please specify)	

7.4 Innovations and Impact

7.4.1 Has your institution identified new placements, demonstrations of social work intervention in new areas and preparation of students for new jobs?

Yes – 1, No – 2

0

If yes, please elaborate.

7.4.2 Has your institution taken initiative for peace, harmony, human rights, social justice, sustainable development, protection of environment, upgradation of social and welfare services?

Yes – 1, No – 2

0

If yes, please elaborate.

7.4.3 Does your institution respond to emerging community concerns?

Yes – 1, No – 2

0

If yes, please elaborate.

7.4.4 Has your institution made any visible contribution to the human/ social capital of the local community?

Yes – 1, No – 2

0

If yes, please elaborate.

7.4.5 Has your institution influenced government social policy, programmes, laws, schemes, and so on at the local, state or central level?

Yes – 1, No – 2

0

If yes, please elaborate.

7.5 Special Status

7.5.1 Has your institution applied for/ obtained grants under the following UGC Schemes?

UGC Scheme	Do not know about it – 0, Not applied – 1, Applied for – 2, Obtained – 3
Special Assistance Programme	0
Colleges with Potential for Excellence	0
Assistance for Strengthening of Infrastructure for Humanities and Social Sciences	0
Innovative Programmes	0
Promotion of Yoga Education and Practice and Positive Health in Universities	0
Facilities for Differently Abled Persons	0
Any other (Please specify)	0

7.5.2 Has your institution received any recognition or awards? Yes – 1, No – 2
0

If yes, please elaborate.

7.5.3 Has your management sponsored any periodic reviews of the institution?

Yes – 1, No – 2

0

LIST OF DOCUMENTS

Introduction to the Institution

To Accompany the Questionnaire

- Perspective and Mission Statement of the Institution

To be Displayed at the Time of the Peer Team Visit

- Act of the University to which the Institution is linked
- Memorandum of Association and Rules and Regulations

Criterion 1: Curricular Aspects

To Accompany the Questionnaire

(current documents)

- Prospectus of Courses
- Annual Calendar
- Weekly Timetable for all the Courses
- Fieldwork Practicum Guidelines/ Guide/ Manual

To be Displayed at the Time of the Peer Team Visit

(of the last two years)

- Schedule of Observation Visits
- Fieldwork Calendar
- Profile of Settings for Concurrent and Block Fieldwork
- Students' Fieldwork Recordings
- Reports of Meetings/ Training Workshops/ Courses for Fieldwork Supervisors
- The latest Curriculum Review by different Stakeholders

Criterion 2: Teaching-Learning and Evaluation

To Accompany the Questionnaire

- Table of Grades and their Marks Equivalents
- Format and Procedure for Appraisal/ Self-Appraisal for the Faculty Members

To be Displayed at the Time of the Peer Team Visit

(of the last two years)

- Subject Outlines
- Guidelines and Calendar for Term Paper/ Research Project/ Dissertation/ Thesis
- Students' Term Papers and Research Projects/ Dissertations/ Theses
- Guidelines and Calendar for Skill Workshops
- Workload of each Faculty Member
- List of Guest Speakers invited for Faculty Development and their Topics

Criterion 3: Research, Consultancy, Continuing and Extension Education and Field Action Projects

To Accompany the Questionnaire

(of the last five years)

- Profile of Research Projects by Faculty
- Profile of Research Projects by Postdoctoral/ Visiting Professors/ Visiting Fellows/ Emeritus Fellows
- List of Publications
- Profile of Audio-Visuals Developed
- Profile of Seminars/Conferences Organised
- Profile of Contribution to Seminars/Conferences
- Profile of Interviews given by Faculty Members to Mass Media
- Profile of Consultancy Provided
- Profile of Continuing Education Courses Conducted
- Profile of Continuing Education Courses Contributed to
- Profile of Extension Education Courses Conducted
- Profile of Extension Education Courses Contributed to
- Profile of Field Action Projects

To be Displayed at the Time of the Peer Team Visit

(of the last five years)

- Reports of Research Projects
- Publications
- Guidelines for the Publication Unit
- Reports of Seminars/Conferences Organised
- Reports of Consultancy Provided
- Guidelines for Faculty Consultancy
- Reports of Continuing Education Courses Conducted
- Guidelines for Refresher Course Centre/ Academic Staff College
- Compilation of Reading Material on Themes of Continuing Education Courses
- Material developed for Continuing Education through Distance Mode or E-learning
- Participants' Evaluation Reports of Training Courses
- Reports of Extension Education Courses Conducted
- Guidelines for Field Action Projects
- Reports and Publications of Field Action Projects

Criterion 4: Infrastructure and Learning Resources

To be Displayed at the Time of the Peer Team Visit

- Map and the Master Plan of the Campus/Building
- List of Computers with their Configuration and Location
- Stock Register (of the last one year)
- Annual Index of Library Acquisition (of the last two years)

Criterion 5: Student-related Matters

To be Displayed at the Time of the Peer Team Visit

- Guidelines for Overseas Students
- Minutes of Students' Union Meetings (of the last two years)
- Report of the Students Union (of the last two years)
- Copies of Students' Newsletter (of the last two years)
- A Profile of Student Participation in Regional and National Activities (of the last two years)
- List of Awards received by Students in Inter-college Activities (of the last two years)
- Students' Discipline Rules
- Circulars sent to Students (in the last two years).
- Reports of the Job Placement Committee/ Cell (of the last two years)
- Profile of Eminent Alumni
- Copies of Alumni Newsletter (of the last two years)

Criterion 6: Organisation and Management

To Accompany the Questionnaire

- Profile of the Human Resource Development Courses Organised for the Non-Teaching Staff (of the last two years)
- Profile of the Human Resource Development Courses for which Non-Teaching Staff were Deputed to (of the last two years)

To be Displayed at the Time of the Peer Team Visit

(of the last two years)

- List of Members (with brief background) of the Management Body
- Minutes of the Management Body Meetings
- Minutes of the Board of Studies
- Minutes of Faculty Meetings
- Developmental Perspective Plan
- Proposal and Report of the last Five Year Plan
- Proposal of the current Five Year Plan
- Annual Report
- Last Annual Review of the Institution by the Students
- Last Annual Review of the Institution by the Staff
- Bye-Laws on Classification of Posts, Service Rules, Conduct Rules, Leave Rules and so on
- Circulars sent to Staff
- Guidelines and Reports of the Grievance Redressal Cell
- Budget and Audited Expenditure Statement of the last Five Year Plan
- Budget of the Current Five Year Plan
- Annual Budgets and Audited Expenditure Statements
- Guidelines and Reports of the Committee/ Cell for Scheduled Castes and Tribes
- Guidelines and Reports of the Committee/ Cell to Combat Sexual Harassment

Criterion 7: Healthy Practices

To Accompany the Questionnaire

- Profile of Relief and Rehabilitation Work done during Disasters (of the last five years)

To be Displayed at the Time of the Peer Team Visit

- Reports of Relief and Rehabilitation Work done during Disasters (of the last five years)
- Guidelines for Relief and Rehabilitation Work
- Plans and Reports of the Projects for which UGC Special Status Grants are obtained (of the last five years)
- Institutional/ Faculty Contributions to Policies
- Memorandum of Understanding with Other Institutions of Social Work Education/ Research Organisations/ Industries
