



Student Satisfaction Survey Report-2019-2020

STUDENT'S

The Institute initiates structured feedback and evaluation process to obtain feedback from internal and external stakeholders.

Students' feedback mechanism: The feedback from students is obtained through a structured Teacher Assessment Questionnaire; suggestions of students through Grievance Redressal Mechanism; review meetings after major academic programmes such as Student Induction/Orientation Programme; Block Placement; Camps; Fieldwork and so on; scheduled meetings with a representative of Student Council members; scheduled meetings for review of the course at the end of the academic year; and students' presentations as representative of statutory and non-statutory bodies. The feedback obtained by students is critically reviewed and discussed at various planning meetings of the College and appropriate action is undertaken.

Teacher Assessment Questionnaire and action taken

This academic year students' feedback on the Teacher Assessment Questionnaire subject-wise was obtained through google forms. A summary of the qualitative feedback given by students on the overall Teaching-Learning experience is stated below:

Class/Semester	Number of students who submitted their feedback	Synopsis of the overall feedback
Bachelor of Social Work Semester III	27	Appreciate communication skills; handling of subjects; and the various teaching pedagogies utilized by course teachers. Creativity in teaching and simplifying concepts in each subject must be ensured consistently because of the different learning needs of students.



Bachelor of Social Work, Semester IV	22	Creative teaching pedagogies and the organization of class content can facilitate better understanding. Continuous Internal Assessment should include Class Tests for some part of the portion. Class Tests will enable the practice of writing and examination and facilitate the studying portion from time to time.
Bachelor of Social Work Semester V	31	The teaching methods must engage fruitful discussions and experiential learning opportunities; the synopsis of class lectures must be provided after every class; more workshops could be organized and field visits for 'qualitative' understanding of the topics; the synopsis of lectures before the sessions could also facilitate ready referrals for students as the class progresses, and class presentations should be encouraged. The teachers are doing their best they can but reaching out to students in regional languages could also be explored by giving more time to learners having difficulty, and through the use of simple language in explaining concepts.
Bachelor of Social Work Semester VI	28	Sincere appreciation of the method of teaching and the ability of course teachers to cater to the learning needs of various students. Teachers are making sincere efforts to impart important lessons for life, facilitate the development of self and be sensitive and proactive. A few suggestions included organizing more workshops that have maximum relevance to the topic; reflective activities to be organized in class that helps in obtaining clarity on the content taught; simplifying concepts in specific subjects termed "difficult" by students; more field visits for subjects that provide scope for better learning opportunities in the field; inclusion of field-based assignments and a proper blend of theory and experiential learning methods. Subjects such as Academic Writing could be taught in the earlier semesters. Synopsis of class lectures could be provided to students.

Class/Semester	Number of students who submitted their feedback	Synopsis of the overall feedback
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Master of Social Work Semester I	41	Course teachers are efficient and are well-versed with the content. A common suggestion given by students was that teachers must create scope for students to share their reflections, opinion and raise questions. The students who may have difficulty with understanding key concepts due to various challenges must be identified and special attention should be given to them. Workshops and audio-visual aids must be utilized consistently as it enhances better understanding of concepts and helps develop skills. Synopsis of lectures/file notes/reading material if given on time can enable timely preparation for endsemester examinations.
Master of Social Work Semester II	32	Sincere efforts made by some subject teachers to ensure a balance of the theory and workshops; seek translation in Hindi and Marathi for important concepts; give scope for questions and discussions till the student understands; putting extra efforts to make students understand subject content; maintain discipline in class and avoid favoritism or paying heed to unnecessary comments; complete syllabus on time; and make students who disregard class rules accountable were well appreciated. Semester II was hectic. There are many courses in Semester II. Synopsis of class content must be provided for all subjects. The practical experiences of Visiting Lecturers in the field make the subjects very interesting and engaging. The lectures and workshops enabled students to integrate knowledge and skills in the fieldwork practicum, think critically on social concerns; develop analytical skills. Difficult concepts could also be simplified regularly.
Master of Social Work Semester III	41	Students' level of teaching; opportunities for experiential learning; and reference material must be considered by course teachers. The Teachers Assessment Questionnaire could also include feedback on Fieldwork



Master of Social Work Semester IV	39	Sincere appreciation for the excellent course teachers who make their sessions interactive; is cooperative and makes learning a pleasant experience. A suggestion to include more field visits for certain subjects that ensure practical experiences so that the subject could be made more effective and relevant to daily life. The Teachers Assessment Questionnaire could also include feedback from Fieldwork. Providing notes on time; focusing on only relevant material for reference and a balance of what is taught and expected in the examinations will help the students learn better.
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The specific feedback obtained from the students for every subject is given to the subject teacher during the Performance Appraisal. The summary of the student's overall feedback is presented during the Faculty Meetings; syllabus Review Meetings, and meetings of Internal Quality Assurance Cell, College Development Committee for planning need-based interventions. Some of the recommendations incorporated in the academic year 2020-2021 based on students' feedback was organizing workshops for students; provision of a written summary of class content for students; changes incorporated in the student's feedback form that included the feedback on Fieldwork and continuation of structured remedial classes for students who have not qualified their semester-end examinations. Course Teachers were reminded of completing the syllabus at the specified time; submit timely attendance and continuous internal assessment marks. It was also decided that the Continuous Internal Assessment Marks must be communicated to the students to prepare students for End Semester Examinations.

Suggestions obtained through Grievance Redressal Mechanisms and Action Taken

A review meeting on the Safety Protocols was organized by the Internal Complaints Committee with 12 aggrieved students. The valuable feedback and suggestions were recorded and a report of recommendations was prepared. Recommendations focused on necessary protocols to be followed in ensuring the safety and well-being of students during Block, Camps, and Student Induction Programmes. These are stated below: Compulsory orientation to all students on the Safety Policy of the College during the beginning of the academic year, before Student Induction/Orientation Programmes/ Camps and Block Placement, and for students deputed for outdoor events by the College. Minutes and attendance of the orientation meetings should be maintained of all orientation meetings on the Safety Policy and attendance sheet should be signed by all participants;



The Block Placement Agency should be notified of the Safety Policy of the College by the Faculty In charge of the group of students; The safety-risk assessment of the place of stay/fieldwork area needs to be done before the agency for Block Placement/Fieldwork is finalized. A safety assessment form needs to be formulated for this purpose at the earliest; A memorandum of understanding should be signed between the Block Placement Agency and the College regarding the Terms and Conditions of the Block Placement; An orientation on Safety Policy of the Block Placement Agency should be given to students on arrival; Under no circumstance, the student should be sent alone for field visits/home visits during Block Placement and Camps. All visits should be led by a Field Contact/Animator in the Field; Emergency numbers must be notified to all students before the Block Placement commences by the host agency and A consent letter must be obtained from the family of the students leaving for an internship after finalizing the Placement agency.

The recommendations were officially sent by the Internal Complaints Committee to the Field Work Committee for consideration during the revision of the Safety Protocols, and Fieldwork orientation programmes during the commencement of Fieldwork, Camps, and Block Placement.