



**College of Social work,
(Empowered Autonomous),
Nirmala Niketan
OUT COME BASED EDUCATION**

**BSW PROGRAM
STAKE HOLDER FEED BACK 2025- 2026**

IQAC CELL
2026

NIRMALA NIKETAN



COLLEGE OF SOCIAL WORK, NIRMALA NIKETAN

Affiliated to the University of Mumbai

RECRUITERS FEEDBACK ANALYSIS REPORT

Bachelor of Social Work (BSW)
Batch 2023 – 2026

Prepared by the Internal Quality Assurance Cell (IQAC)

Feedback Period: June 2026

Report Particulars

The following summarises the scope and parameters of this recruiters / employers feedback exercise.

Institution	College of Social Work, Nirmala Niketan
Department	Bachelor of Social Work (BSW)
Programme Batch	2023–2026 (Third Year, 2025–2026)
Feedback Type	Program Feedback — Recruiters / Employers
Feedback Instrument	Graduate-attribute questionnaire (10 items)
Rating Scale	5-point: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Total Recruiters Responded	24
Feedback Period	June 2026
Prepared By	Internal Quality Assurance Cell (IQAC)

Data Note

This analysis is based on the recruiter responses exactly as recorded in the feedback system. **A total of 24 recruiters submitted responses.** In the current dataset, every submitted response carries an identical answer pattern across all ten questions; consequently each question resolves to 100% in a single category. The figures, charts and analysis below reflect the recorded data verbatim. Given the uniform pattern, the IQAC may wish to validate the collection process and broaden recruiter participation before drawing firm conclusions.

1. Executive Summary

This report presents an analysis of feedback collected from recruiters and employers of graduates of the Bachelor of Social Work (BSW) programme, Batch 2023–2026. **A total of 24 recruiters and employers responded.** The questionnaire comprised ten items covering the graduate attributes most relevant to employers, rated on a five-point Agree–Disagree scale.

The overall Agreement Index is 3.60 out of 5.00, indicating broadly positive employer perception of BSW graduates. Recruiters most strongly affirm professional ethics & accountability (PG3), employment readiness (PG8) and digital / documentation skills (PG9). Areas rated below the neutral mark are understanding of social sector issues (PG1), documentation & reporting (PG4) and adaptability / willingness to learn (PG10) — the priority areas for strengthening.



Outcomes at or above the neutral benchmark (Index ≥ 3.0): 7 of 10.

2. Attribute-wise Scope of Feedback

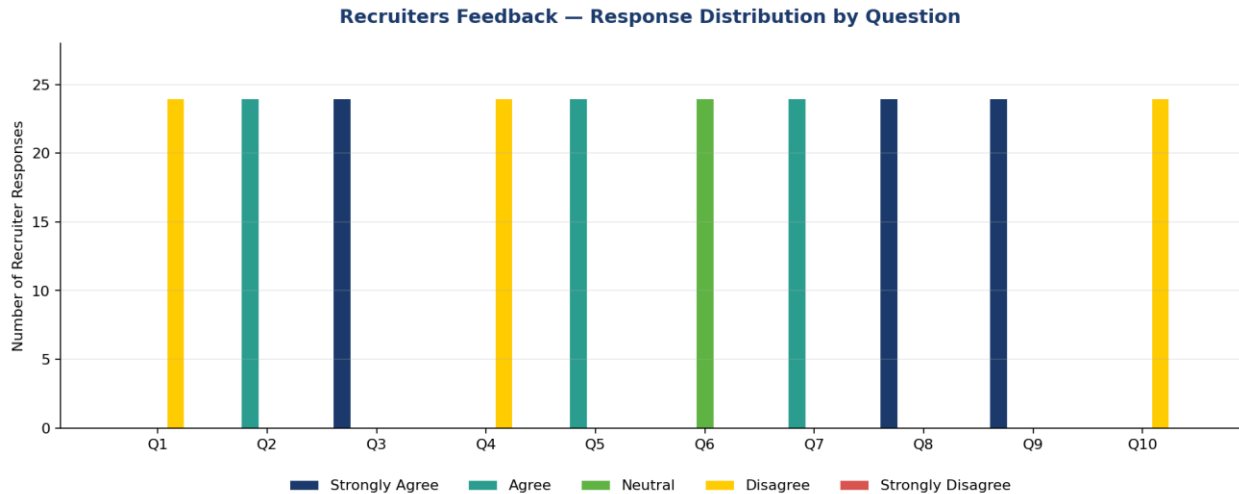
The recruiters feedback was administered as a single **graduate-attribute questionnaire**. Employers assess how well graduates perform against the competencies that matter in the workplace, so the ten questions span the employability domain. Each item is mapped below to the graduate attribute and the curriculum cluster that develops it.

Item	Graduate Attribute	Curriculum Cluster Assessed
Q1	Understanding of Social Sector Issues	Social Work Foundations; Social Problems & Policy — sector awareness.
Q2	Application of Social Work Methods in Practice	Methods of Social Work — Casework, Group Work, Community Organization in practice.
Q3	Professional Ethics & Accountability	Professional Ethics & Values; Accountability in the workplace.
Q4	Documentation & Reporting Skills	Recording & Report Writing; Field documentation; MIS.
Q5	Communication with Clients & Teams	Communication for Development; Interpersonal & client-facing skills.
Q6	Planning & Implementing Interventions	Programme Planning, Project Design & Implementation.
Q7	Initiative & Problem-Solving	Initiative, Critical Thinking & Problem-Solving at work.
Q8	Employment Readiness (NGO / CSR / Development)	Employability for NGO / CSR / Development sector roles.
Q9	Digital & Documentation Skills	Digital literacy; Documentation tools & workplace IT skills.
Q10	Adaptability & Willingness to Learn	Adaptability, Field Readiness & Continuous Learning.

Attributes covered: sector understanding, applied social work methods, professional ethics, documentation & reporting, communication, intervention planning, initiative & problem-solving, employment readiness, digital skills, and adaptability — spanning the full graduate-employability profile.

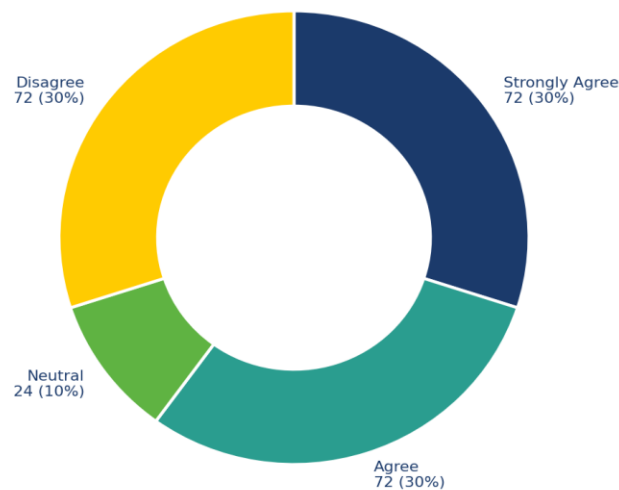
3. Response Count Analysis

A total of 24 recruiters submitted the feedback form. The chart below shows the number of recruiter responses for each question across the five rating categories — Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.



Observation: In the recorded data each question resolves to a single rating category shared by all 24 respondents. Positive categories dominate PG2, PG3, PG5, PG7, PG8 and PG9; negative categories appear on PG1, PG4 and PG10; PG6 sits at Neutral.

Overall Response Composition
(10 Questions × 24 Recruiters = 240 ratings)



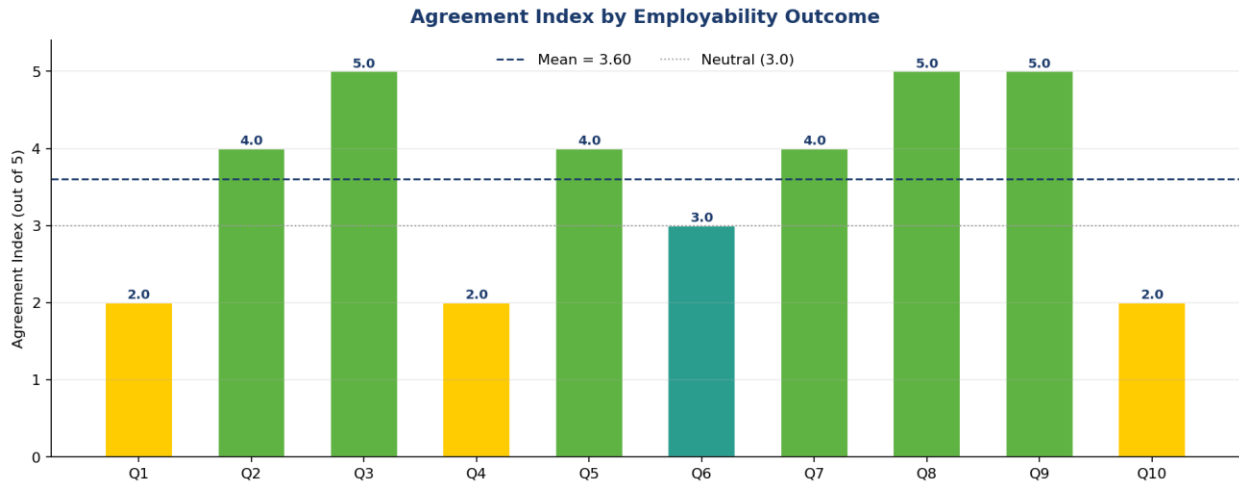
Across all 240 ratings (10 questions × 24 recruiters), about 60% are favourable (Agree / Strongly Agree), 10% Neutral, and the remainder Disagree, **for an overall Agreement Index of 3.60/5.00.**

Descriptive analysis: Employer perception divides cleanly into a “work-ready core” and a “knowledge-and-records gap.” The attributes recruiters rate most highly — professional ethics (PG3), employment readiness (PG8) and workplace digital skills (PG9) — are all behaviours observable from day one on the job, which is exactly what an employer is positioned to judge. The weaker attributes — understanding of sector issues (PG1), documentation & reporting (PG4) and adaptability (PG10) —

cluster around analytical depth and formal record-keeping, competencies that typically mature with experience rather than at graduation. The neutral rating on intervention planning (PG6) sits between these two groups. Read together, the data suggests graduates arrive ethical, motivated and technically equipped, but would benefit from stronger grounding in sector context and structured documentation — a profile that is common, addressable, and reassuring from a placement standpoint.

4. Agreement Index by Attribute

Each question is converted into a weighted Agreement Index (Strongly Agree = 5 ... Strongly Disagree = 1). Bars are colour-coded: green ≥ 4.0 (strong), teal 3.0–3.9 (moderate), gold 2.0–2.9 (weak), red < 2.0 (poor).



Highest agreement: PG3, PG8 and PG9 (Index 5.0) — professional ethics, employment readiness and digital/documentation skills. **Lowest agreement:** PG1, PG4 and PG10 (Index 2.0) — sector understanding, documentation & reporting, and adaptability. These three are the priority focus areas.

5. Question-wise Analysis

Q1 — Understanding of Social Sector Issues [PG1]

“Graduates have a strong understanding of social sector issues.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	0 (0%)	0 (0%)	24 (100%)	0 (0%)

Agreement Index: 2.00 / 5.00 **Modal response:** Disagree (100%) *Below neutral benchmark.*

Recorded as “Disagree.” Employers rate graduates’ understanding of social sector issues below the neutral mark — strengthening sector-context teaching, current affairs and policy awareness is recommended.

Q2 — Application of Social Work Methods in Practice [PG2]

“Graduates are able to apply social work methods in professional settings.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	24 (100%)	0 (0%)	0 (0%)	0 (0%)

Agreement Index: 4.00 / 5.00 **Modal response:** Agree (100%) *At/above neutral benchmark.*

Recorded as “Agree.” Recruiters affirm that graduates apply social work methods effectively in professional settings — a programme strength linked to field work.

Q3 — Professional Ethics & Accountability [PG3]

“Graduates demonstrate professional ethics and accountability.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Agreement Index: 5.00 / 5.00 **Modal response:** Strongly Agree (100%) *At/above neutral benchmark.*

Recorded as “Strongly Agree” — a top-rated attribute. Graduates are seen as demonstrating strong professional ethics and accountability at work.

Q4 — Documentation & Reporting Skills [PG4]

“Graduates maintain proper documentation and reporting skills.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	0 (0%)	0 (0%)	24 (100%)	0 (0%)

Agreement Index: 2.00 / 5.00 **Modal response:** Disagree (100%) *Below neutral benchmark.*

Recorded as “Disagree.” Documentation and reporting skills are rated below neutral — more structured report-writing, record-keeping and MIS practice would help.

Q5 — Communication with Clients & Teams [PG5]

“Graduates communicate effectively with clients and team members.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	24 (100%)	0 (0%)	0 (0%)	0 (0%)

Agreement Index: 4.00 / 5.00 **Modal response:** Agree (100%) *At/above neutral benchmark.*

Recorded as “Agree.” Graduates communicate effectively with clients and team members — a valued workplace strength.

Q6 — Planning & Implementing Interventions [PG6]

“Graduates can plan and implement social interventions or programmes.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	0 (0%)	24 (100%)	0 (0%)	0 (0%)

Agreement Index: 3.00 / 5.00 **Modal response:** Neutral (100%) *At/above neutral benchmark.*

Recorded as “Neutral.” Ability to plan and implement interventions sits at the mid-point — adequate but improvable through more project-based and applied coursework.

Q7 — Initiative & Problem-Solving [PG7]

“Graduates show initiative and problem-solving abilities at work.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	24 (100%)	0 (0%)	0 (0%)	0 (0%)

Agreement Index: 4.00 / 5.00 **Modal response:** Agree (100%) *At/above neutral benchmark.*

Recorded as “Agree.” Recruiters recognise initiative and problem-solving abilities in graduates at work.

Q8 — Employment Readiness (NGO / CSR / Development) [PG8]

“Graduates are ready for employment in NGOs, CSR, and development sectors.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Agreement Index: 5.00 / 5.00 **Modal response:** Strongly Agree (100%) *At/above neutral benchmark.*

Recorded as “Strongly Agree” — a top-rated attribute. Graduates are seen as ready for employment in NGO, CSR and development-sector roles.

Q9 — Digital & Documentation Skills [PG9]

“Graduates possess digital and documentation skills required at the workplace.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Agreement Index: 5.00 / 5.00 **Modal response:** Strongly Agree (100%) *At/above neutral benchmark.*

Recorded as “Strongly Agree” — a top-rated attribute. Graduates possess the digital and documentation skills required at the workplace.

Q10 — Adaptability & Willingness to Learn [PG10]

“Graduates are adaptable and willing to learn in field situations.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	0 (0%)	0 (0%)	24 (100%)	0 (0%)

Agreement Index: 2.00 / 5.00 **Modal response:** Disagree (100%) *Below neutral benchmark.*

Recorded as “Disagree.” Adaptability and willingness to learn in field situations is rated below neutral — exposure to varied placements and reflective learning can strengthen this.

6. Achievement of Graduate Attributes

Each item maps to one graduate attribute / employability outcome. The table summarises attainment as perceived by recruiters, using the Agreement Index and the favourable (Agree / Strongly Agree) share, against a neutral benchmark of 3.0 / 5.0.

Attr.	Graduate Attribute	Index /5	Favourable	Status
PG1	Understanding of Social Sector Issues	2.00	0%	Not Attained
PG2	Application of Social Work Methods in Practice	4.00	100%	Attained
PG3	Professional Ethics & Accountability	5.00	100%	Attained
PG4	Documentation & Reporting Skills	2.00	0%	Not Attained
PG5	Communication with Clients & Teams	4.00	100%	Attained
PG6	Planning & Implementing Interventions	3.00	0%	Attained
PG7	Initiative & Problem-Solving	4.00	100%	Attained
PG8	Employment Readiness (NGO / CSR / Development)	5.00	100%	Attained
PG9	Digital & Documentation Skills	5.00	100%	Attained
PG10	Adaptability & Willingness to Learn	2.00	0%	Not Attained
Overall Average	3.60	60%	7 / 10	

Conclusion: 7 of 10 attributes meet the neutral benchmark, with an overall Agreement Index of 3.60/5.00. PG3, PG8 and PG9 are the strongest; PG1, PG4 and PG10 the weakest and the clear priorities for improvement.

7. Suggestions & Areas for Improvement

Key Strengths

- Recruiters strongly affirm professional ethics & accountability (PG3), employment readiness for NGO/CSR/development roles (PG8) and workplace digital/documentation skills (PG9) — all at the highest rating.
- Applied competencies are well regarded: application of social work methods (PG2), communication (PG5) and initiative/problem-solving (PG7) are all positively rated.
- Positive employer perception overall (mean index 3.60/5.0) supports the programme's industry relevance and placement prospects.

Areas for Improvement

- Understanding of social sector issues (PG1) — below neutral. Strengthen sector-context teaching, policy awareness and current-affairs engagement.
- Documentation & reporting skills (PG4) — below neutral. Add structured report-writing, record-keeping and MIS practice across field work.
- Adaptability & willingness to learn in field situations (PG10) — below neutral. Use varied placements, rotation and reflective learning to build adaptability.
- Planning & implementing interventions (PG6) sits at neutral — lift through more project-based, applied coursework and live programme exposure.
- Data quality: the uniform response pattern across respondents suggests the collection process should be validated; broadening recruiter participation would give a more representative picture.

Recommended Action Plan

#	Action	Owner	Timeline
1	Strengthen documentation, report-writing & MIS practice (PG4)	Field Work Dept.	Next semester
2	Embed sector-context, policy & current-affairs modules (PG1)	Programme Committee	Next cycle
3	Add applied/project-based intervention work & varied placements (PG6, PG10)	Field Work Dept.	Ongoing
4	Broaden recruiter outreach & validate feedback collection	IQAC / Placement Cell	Immediate

Overall Conclusion

The recruiters feedback for BSW graduates of Batch 2023–2026, gathered from 24 employers, gives an overall Agreement Index of 3.60/5.00 with 7 of 10 attributes at or above the neutral benchmark. Employers value graduates' ethics, employment readiness, digital skills, communication and problem-solving, while flagging sector understanding, documentation & reporting and adaptability as areas to strengthen. The Placement Cell and IQAC should also broaden recruiter participation and verify the collection process, given the uniform pattern in the current dataset.



COLLEGE OF SOCIAL WORK, NIRMALA NIKETAN

Affiliated to the University of Mumbai

ALUMNI FEEDBACK ANALYSIS REPORT

Bachelor of Social Work (BSW)
Batch 2023 – 2026

Prepared by the Internal Quality Assurance Cell (IQAC)

Feedback Period: June 2026

Report Particulars

The following summarises the scope and parameters of this alumni feedback exercise.

Institution	College of Social Work, Nirmala Niketan
Department	Bachelor of Social Work (BSW)
Programme Batch	2023–2026 (Third Year, 2025–2026)
Feedback Type	Program Feedback — Alumni
Feedback Instrument	Programme Outcome (PO) based questionnaire (10 items)
Rating Scale	5-point: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Total Responses Received	4
Feedback Period	June 2026 (Form open 11 Jun – 19 Nov 2026)
Prepared By	Internal Quality Assurance Cell (IQAC)

Data Note

This analysis is based on the alumni responses exactly as recorded in the feedback system. **A total of 4 alumni submitted responses.** In the current dataset, every submitted response carries an identical answer pattern across all ten questions; consequently each question resolves to 100% in a single category. Given the very small number of respondents, these results should be read as indicative only and not generalised to the full alumni cohort. The figures, charts and analysis below reflect the recorded data verbatim. The IQAC may wish to broaden alumni participation and validate the collection process before drawing firm programme conclusions.

1. Executive Summary

This report presents an analysis of feedback collected from the alumni of the Bachelor of Social Work (BSW) programme, Batch 2023–2026. **A total of 4 alumni submitted responses.** The questionnaire comprised ten items, each aligned to a Programme Outcome (PO), rated on a five-point Agree–Disagree scale.

The overall Agreement Index is 3.20 out of 5.00. Responses are mixed: alumni express the strongest agreement on intervention design (PO4), confidence in field challenges (PO9) and lifelong learning (PO10), while registering disagreement on critical analysis (PO1), research use (PO5), practice across client systems (PO2) and leadership/advocacy (PO7). These contrasts highlight clear strengths to sustain and specific areas to strengthen.



Outcomes at or above the neutral benchmark (Index ≥ 3.0): 6 of 10.

2. Subject-wise Scope of Feedback

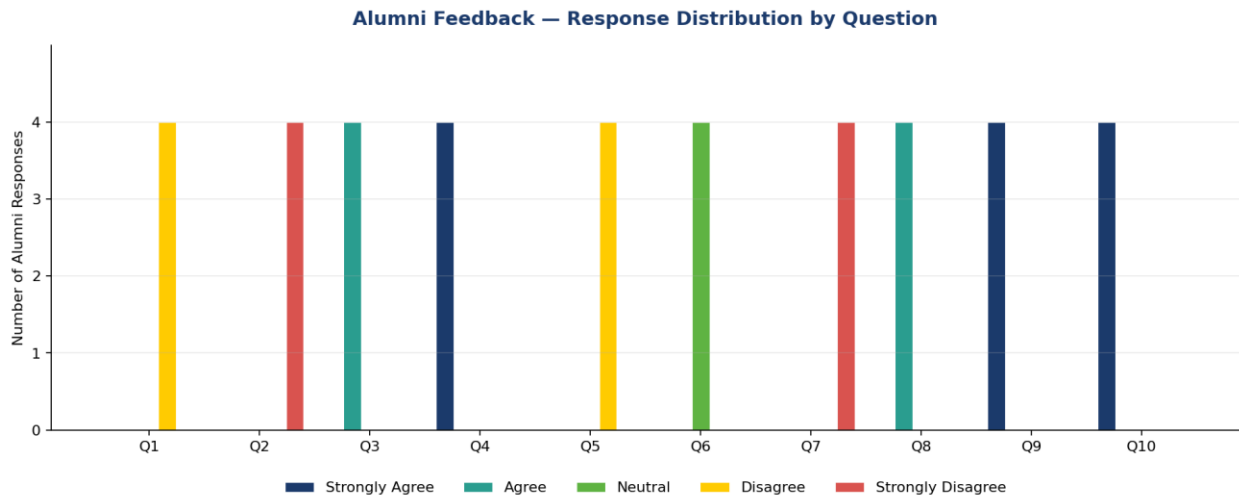
The alumni feedback was administered as a single **Programme-level (General) Feedback** instrument. Alumni reflect on the overall value of the programme to their professional lives, so the ten questions collectively span the BSW curriculum domain. Each item is mapped below to its subject / course-outcome cluster.

Item	Subject / Curriculum Area	Course-Outcome Cluster Assessed
Q1	Critical Analysis of Social Problems	Social Work Foundations; Social Problems & Social Policy — analytical engagement with society.
Q2	Practice across Individuals, Families, Groups & Communities	Methods of Social Work — Casework, Group Work, Community Organization across client systems.
Q3	Application of Social Work Values & Professional Ethics	Professional Ethics & Values; Self-Awareness; Field Work conduct & accountability.
Q4	Intervention Design for Marginalized & Vulnerable Groups	Working with Marginalized Populations; Intervention & Project Planning.
Q5	Research & Evidence-Based Practice	Social Work Research; Statistics; Monitoring & Evaluation.
Q6	Communication & Teamwork	Communication for Development; Teamwork & Interpersonal skills.
Q7	Leadership & Advocacy	Leadership, Advocacy & Social Action; Community mobilization.
Q8	Professional Readiness for the Social Sector	Field Work / Internship; Professional preparation for the social sector.
Q9	Confidence in Real-Life Field Challenges	Field Work practicum; Applied competence & confidence.
Q10	Lifelong Learning & Professional Development	Professional Development; Contemporary Trends; Continuing education.

Areas covered: critical social analysis, practice across client systems, professional ethics, intervention for vulnerable groups, research & evidence, communication & teamwork, leadership & advocacy, professional readiness, field confidence, and lifelong learning — covering all ten Programme Outcomes.

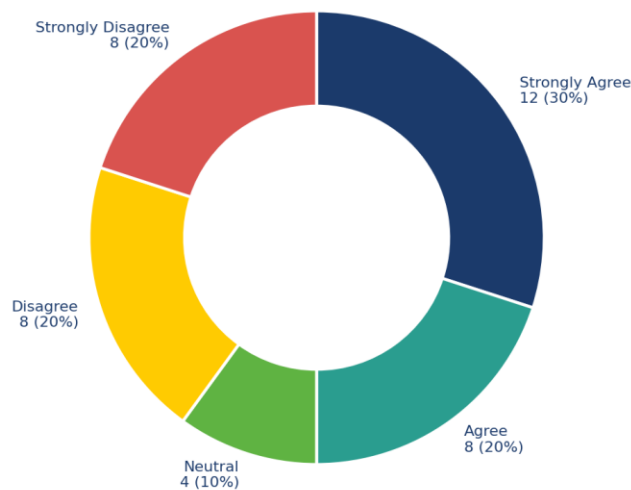
3. Response Count Analysis

A total of 4 alumni submitted the feedback form. The chart below shows the number of alumni responses for each question across the five rating categories — Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.



Observation: In the recorded data each question resolves to a single rating category shared by all 4 respondents. Positive categories dominate PO3, PO4, PO8, PO9 and PO10; negative categories appear on PO1, PO2, PO5 and PO7; PO6 sits at Neutral.

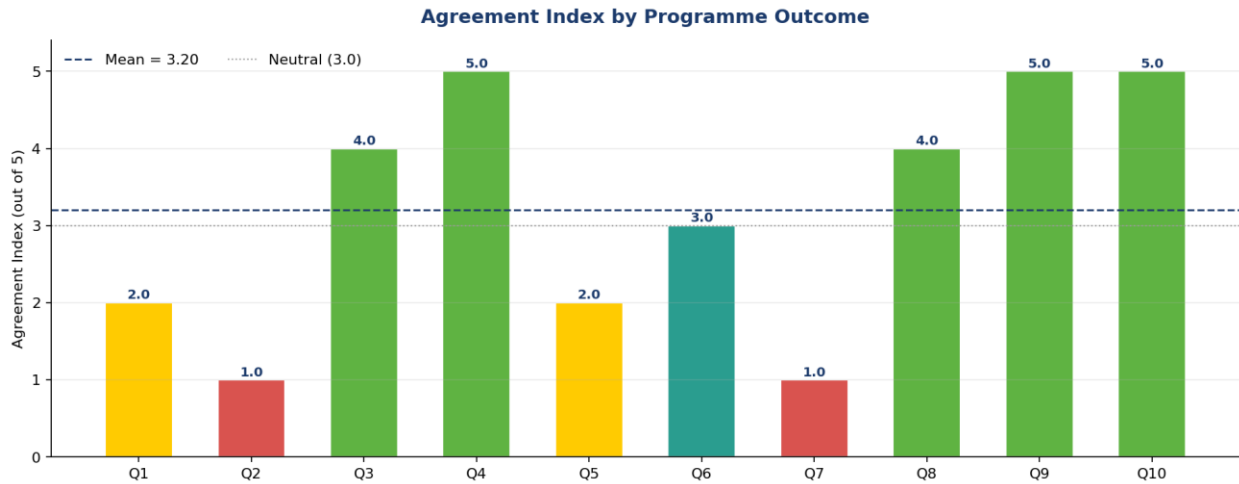
Overall Response Composition
(10 Questions × 4 Alumni = 40 ratings)



Across all 40 ratings (10 questions × 4 alumni), about 50% are favourable (Agree / Strongly Agree), 10% Neutral, and the remainder Disagree / Strongly Disagree, **for an overall Agreement Index of 3.20/5.00.**

4. Agreement Index by Outcome

Each question is converted into a weighted Agreement Index (Strongly Agree = 5 ... Strongly Disagree = 1). Bars are colour-coded: green ≥ 4.0 (strong), teal 3.0–3.9 (moderate), gold 2.0–2.9 (weak), red < 2.0 (poor).



Highest agreement: PO4, PO9 and PO10 (Index 5.0) — intervention design, field confidence and lifelong learning. **Lowest agreement:** PO2 and PO7 (Index 1.0), followed by PO1 and PO5 (Index 2.0). These four are the priority focus areas.

5. Question-wise Analysis

Q1 — Critical Analysis of Social Problems [PO1]

“The programme helped me develop the ability to critically analyse social problems.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	0 (0%)	0 (0%)	4 (100%)	0 (0%)

Agreement Index: 2.00 / 5.00 **Modal response:** Disagree (100%) *Below neutral benchmark.*

All responding alumni rated this at “Disagree.” Recorded agreement on critically analysing social problems is below the neutral mark, indicating this outcome should be reinforced through case analysis, social-policy critique and reflective assignments.

Q2 — Practice across Individuals, Families, Groups & Communities [PO2]

“The programme prepared me to work with individuals, families, groups, and communities.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (100%)

Agreement Index: 1.00 / 5.00 **Modal response:** Strongly Disagree (100%) *Below neutral benchmark.*

Recorded as “Strongly Disagree” by all respondents — the weakest outcome. Preparation to work across individuals, families, groups and communities needs strengthening via wider method exposure and varied field placements.

Q3 — Application of Social Work Values & Professional Ethics [PO3]

“I am able to apply social work values and professional ethics in my practice.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	4 (100%)	0 (0%)	0 (0%)	0 (0%)

Agreement Index: 4.00 / 5.00 **Modal response:** Agree (100%) *At/above neutral benchmark.*

Recorded as “Agree.” Alumni affirm their ability to apply social work values and professional ethics in practice — a core strength to sustain.

Q4 — Intervention Design for Marginalized & Vulnerable Groups [PO4]

“The programme enabled me to design interventions for marginalized and vulnerable groups.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Agreement Index: 5.00 / 5.00 **Modal response:** Strongly Agree (100%) *At/above neutral benchmark.*

Recorded as “Strongly Agree” — a top-rated outcome. Alumni strongly value the programme's preparation for designing interventions for marginalized and vulnerable groups.

Q5 — Research & Evidence-Based Practice [PO5]

“I can use research and evidence in planning and evaluating social work interventions.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	0 (0%)	0 (0%)	4 (100%)	0 (0%)

Agreement Index: 2.00 / 5.00 **Modal response:** Disagree (100%) *Below neutral benchmark.*

Recorded as “Disagree.” Use of research and evidence in planning and evaluating interventions is below neutral; strengthening research methods and evidence-based project work would help.

Q6 — Communication & Teamwork [PO6]

“The programme improved my communication and teamwork skills.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	0 (0%)	4 (100%)	0 (0%)	0 (0%)

Agreement Index: 3.00 / 5.00 **Modal response:** Neutral (100%) *At/above neutral benchmark.*

Recorded as “Neutral.” Communication and teamwork sit at the mid-point — adequate but with room to grow through more presentations, group projects and inter-agency collaboration.

Q7 — Leadership & Advocacy [PO7]

“I developed leadership and advocacy skills during the programme.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (100%)

Agreement Index: 1.00 / 5.00 **Modal response:** Strongly Disagree (100%) *Below neutral benchmark.*

Recorded as “Strongly Disagree” — jointly the weakest outcome. Leadership and advocacy skill-building appears insufficient; dedicated modules and advocacy field tasks are recommended.

Q8 — Professional Readiness for the Social Sector [PO8]

“The programme prepared me for professional responsibilities in the social sector.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
0 (0%)	4 (100%)	0 (0%)	0 (0%)	0 (0%)

Agreement Index: 4.00 / 5.00 **Modal response:** Agree (100%) *At/above neutral benchmark.*

Recorded as “Agree.” Alumni feel the programme prepared them for professional responsibilities in the social sector — a strength linked to field work and internships.

Q9 — Confidence in Real-Life Field Challenges [PO9]

“I feel confident handling real-life field challenges.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Agreement Index: 5.00 / 5.00 **Modal response:** Strongly Agree (100%) *At/above neutral benchmark.*

Recorded as “Strongly Agree” — a top-rated outcome. Alumni feel confident handling real-life field challenges, reflecting the value of the practicum.

Q10 — Lifelong Learning & Professional Development [PO10]

“The programme encouraged lifelong learning and professional development.”

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Agreement Index: 5.00 / 5.00 **Modal response:** Strongly Agree (100%) *At/above neutral benchmark.*

Recorded as “Strongly Agree” — a top-rated outcome. The programme is seen as encouraging lifelong learning and continued professional development.

6. Achievement of Programme Outcomes (POs)

Each item maps to one Programme Outcome. The table summarises attainment as perceived by alumni, using the Agreement Index and the favourable (Agree / Strongly Agree) share, against a neutral benchmark of 3.0 / 5.0.

PO	Programme Outcome	Index /5	Favourable	Status
PO1	Critical Analysis of Social Problems	2.00	0%	Not Attained
PO2	Practice across Individuals, Families, Groups & Communities	1.00	0%	Not Attained
PO3	Application of Social Work Values & Professional Ethics	4.00	100%	Attained
PO4	Intervention Design for Marginalized & Vulnerable Groups	5.00	100%	Attained
PO5	Research & Evidence-Based Practice	2.00	0%	Not Attained
PO6	Communication & Teamwork	3.00	0%	Attained
PO7	Leadership & Advocacy	1.00	0%	Not Attained
PO8	Professional Readiness for the Social Sector	4.00	100%	Attained
PO9	Confidence in Real-Life Field Challenges	5.00	100%	Attained
PO10	Lifelong Learning & Professional Development	5.00	100%	Attained
Overall Average	3.20	50%	6 / 10	

Conclusion: 6 of 10 outcomes meet the neutral benchmark, with an overall Agreement Index of 3.20/5.00. PO4, PO9 and PO10 are the strongest; PO2 and PO7 the weakest and the clear priorities for improvement.

7. Suggestions & Areas for Improvement

Key Strengths

- Strong alumni affirmation of intervention design for vulnerable groups (PO4), confidence in real-life field challenges (PO9) and lifelong learning (PO10) — all at the highest rating.
- Application of professional values & ethics (PO3) and professional readiness for the social sector (PO8) are positively rated, reflecting effective field work and internships.
- Note: findings are based on 4 respondents and are indicative; a larger sample would strengthen confidence in these results.

Areas for Improvement

- Practice across client systems (PO2) — lowest-rated outcome. Broaden exposure to casework, group work and community organization with varied field placements.
- Leadership & advocacy (PO7) — jointly lowest. Introduce dedicated leadership/advocacy modules, student-led projects and advocacy field tasks.
- Critical analysis of social problems (PO1) and research & evidence-based practice (PO5) — below neutral. Strengthen social-policy critique, research methods and evidence-based project work.
- Communication & teamwork (PO6) sits at neutral — lift through more presentations, group assignments and inter-agency collaboration.
- Data quality: validate the feedback-collection process, since the current dataset shows a uniform response pattern across all respondents.

Recommended Action Plan

#	Action	Owner	Timeline
1	Strengthen leadership & advocacy curriculum (PO7) and method exposure (PO2)	Programme Committee	Next cycle
2	Embed research methods & evidence-based project work (PO5, PO1)	Research Cell	Next semester
3	Validate alumni feedback collection & re-administer	IQAC	Immediate
4	Sustain field work / internship strengths (PO4, PO8, PO9)	Field Work Dept.	Ongoing

Overall Conclusion

The alumni feedback for the BSW Batch 2023–2026, gathered from 4 alumni, gives an overall Agreement Index of 3.20/5.00 with 6 of 10 outcomes at or above the neutral benchmark. The programme's applied strengths — intervention design, field confidence, ethics and lifelong learning — are evident in this sample and should be sustained, while leadership & advocacy, practice across client systems, critical analysis and research use are the priority areas for curriculum strengthening. Given the small number of respondents, the IQAC should broaden alumni participation and verify the collection process before treating these results as conclusive.



COLLEGE OF SOCIAL WORK, NIRMALA NIKETAN

Affiliated to the University of Mumbai

PARENT FEEDBACK ANALYSIS REPORT

Bachelor of Social Work (BSW)
Batch 2023 – 2026

Prepared by the Internal Quality Assurance Cell (IQAC)

Feedback Period: June 2026

Report Particulars

The following summarises the scope and parameters of this parent feedback exercise.

Institution	College of Social Work, Nirmala Niketan
Department	Bachelor of Social Work (BSW)
Programme Batch	2023–2026 (Third Year, 2025–2026)
Feedback Type	Program Feedback — Parents / Guardians
Feedback Instrument	Programme Outcome (PO) based questionnaire (8 items)
Rating Scale	5-point: Strongly Satisfied, Satisfied, Average, Fair, Poor
Total Parents Responded	51
Feedback Period	June 2026
Prepared By	Internal Quality Assurance Cell (IQAC)

1. Executive Summary

This report presents an analysis of feedback collected from the parents and guardians of students of the Bachelor of Social Work (BSW) programme, Batch 2023–2026. **A total of 51 parents responded**, providing a substantial evidence base. The questionnaire was structured around the eight Programme Outcomes (POs) of the BSW programme, with each parent rating their ward's attainment on a five-point scale (Strongly Satisfied, Satisfied, Average, Fair, Poor).

Across all eight outcomes, feedback was positive: every response fell into either the “*Strongly Satisfied*” or “*Average*” band, with no responses recorded as Fair or Poor on any item. This indicates that parents perceive the programme as successfully developing the intended professional competencies in their wards, while also pointing to clear headroom to convert “*Average*” perceptions into stronger satisfaction.

Descriptive overview: The mean Satisfaction Index across the eight outcomes is 3.30 out of 5.00. The distribution is notably consistent — about 85% of all ratings sit in the “*Average*” band and 15% in “*Strongly Satisfied*,” with no negative ratings anywhere. The narrow spread between the highest outcome (PO1, 3.51) and the lowest (PO3, 3.20) shows parents hold a uniformly moderate-to-positive view rather than rating any single area markedly weaker. The practical implication is that improvement efforts should focus less on fixing weaknesses and more on lifting an already-satisfied parent body into the highest satisfaction tier through clearer visibility of student achievement.



Average Satisfaction Index across all outcomes: 3.30 out of 5.00.

2. Subject-wise Scope of Feedback

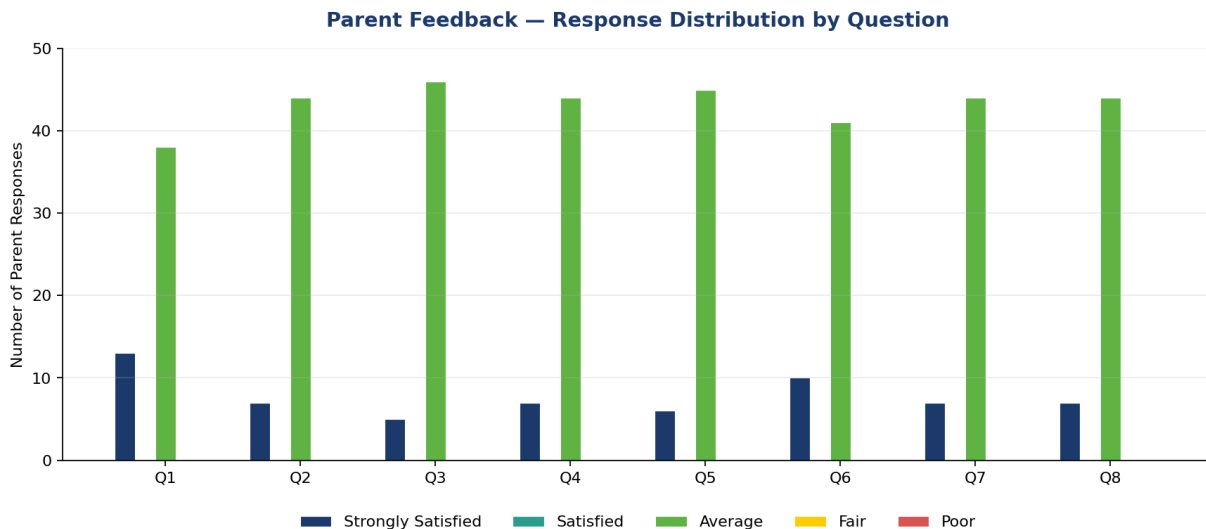
The parent feedback was administered as a single **Programme-level (General) Feedback** instrument rather than as separate subject papers. This is appropriate for parents, who observe their ward's overall growth and employability rather than individual course performance. Accordingly, the eight questions collectively span the full BSW curriculum domain, mapped below to the broad subject areas / course-outcome clusters they assess.

Item	Subject / Curriculum Area	Course-Outcome Cluster Assessed
Q1	Critical Social Analysis & Social Transformation	Social Work Foundations; Social Problems & Social Policy; Field Work — analytical engagement with society.
Q2	Understanding Diverse Communities & Social Justice Advocacy	Communities & Social Structures; Vulnerable Groups; Human Rights & Social Justice.
Q3	Application of Social Work Methods (Casework, Group Work, CO)	Social Work Methods — Casework, Group Work, Community Organization; Field Work practicum.
Q4	Professional Values & Ethics	Professional Ethics & Values; Self-Awareness; Field Work conduct & accountability.
Q5	Problem-Solving & Intervention for Vulnerable Groups	Working with Marginalized Populations; Intervention Planning; Crisis & Rehabilitation work.
Q6	Research & Evidence-Based Practice	Social Work Research; Statistics; Evidence-based programme design & evaluation.
Q7	Communication & Multidisciplinary Collaboration	Communication for Development; Teamwork; Inter-professional & multidisciplinary practice.
Q8	Lifelong Learning & Professional Development	Professional Development; Contemporary Trends; Continuing & lifelong learning.

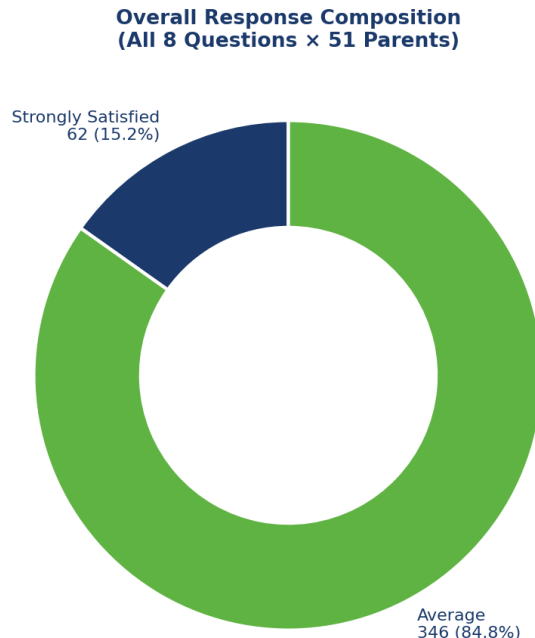
Areas covered (summary): Social analysis & transformation, community understanding & social justice, application of social work methods, professional ethics, intervention for vulnerable groups, research & evidence-based practice, communication & collaboration, and lifelong learning. Together these cover all eight Programme Outcomes of the BSW programme.

3. Response Count Analysis

The chart below shows the number of parent responses received for each question across the five rating categories — Strongly Satisfied, Satisfied, Average, Fair and Disagree/Poor.



Observation: Responses concentrate in two categories only — “Strongly Satisfied” and “Average.” No parent rated any outcome as Satisfied(mid), Fair or Poor. The “Average” bar is the tallest on every question, signalling broadly positive but moderate perception, with Q1 attracting the most “Strongly Satisfied” ratings (13 of 51).

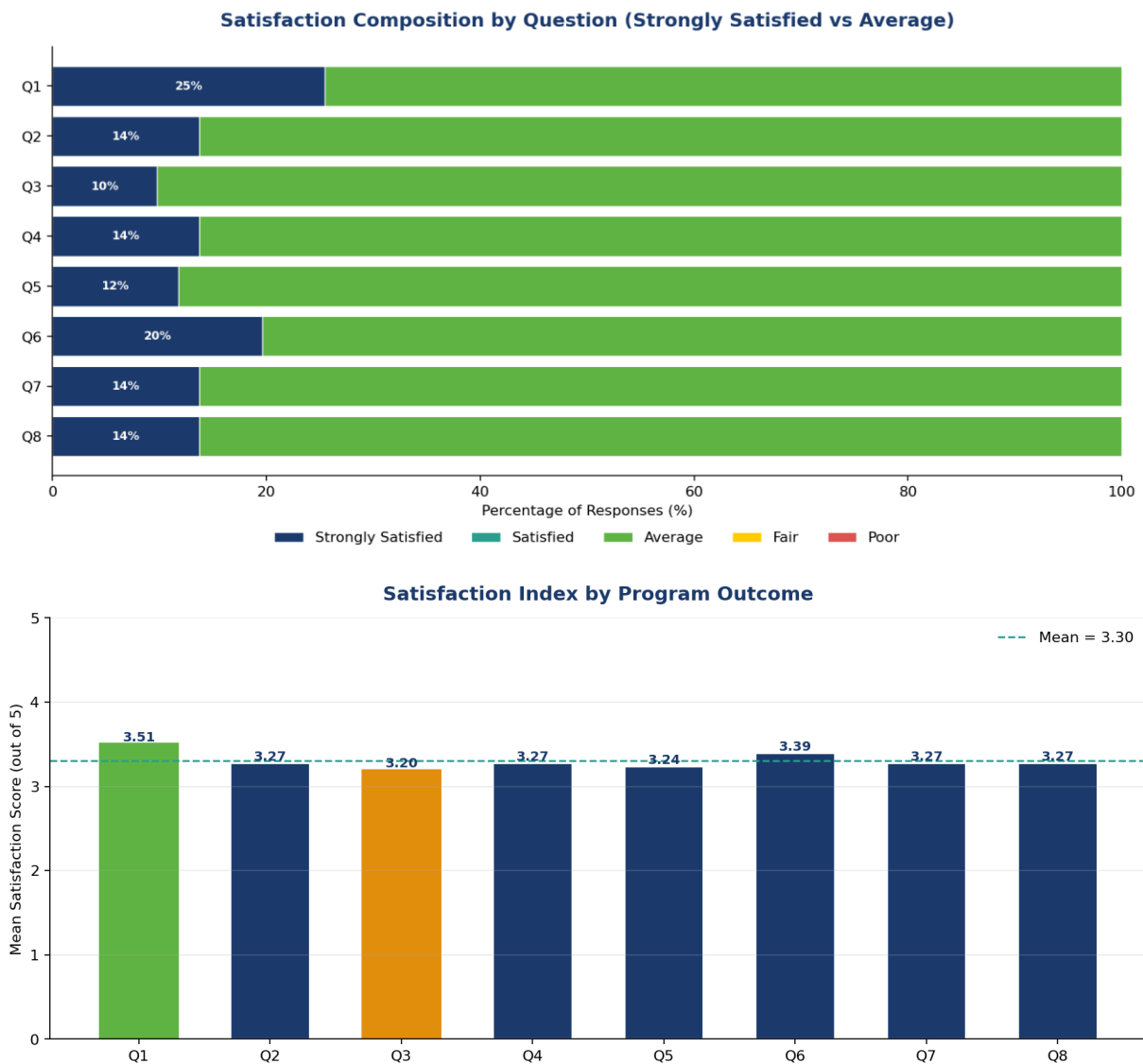


Across all 8 questions (408 total ratings), about 85% of responses fell in the “Average” band and 15% in “Strongly Satisfied,” with zero negative ratings. **This is a healthy baseline with clear scope to lift parents from “Average” into the higher satisfaction tier.**

Descriptive analysis: The pattern of responses is striking for its consistency. Because the same two categories recur across every question, the data behaves almost like a single underlying judgement repeated eight times — parents are broadly content but reserved in their enthusiasm. Two outcomes draw a visibly larger “Strongly Satisfied” share: PO1 (critical social analysis, 13 of 51) and PO6 (research & evidence, 10 of 51), suggesting parents most readily recognise the visible, intellectually demonstrable aspects of their ward's development. By contrast, PO3 (application of methods) and PO5 (intervention for vulnerable groups) attract the fewest top ratings, which fits a wider theme in this dataset: parents are less able to observe hands-on, field-based competencies than classroom or research outcomes. The complete absence of Fair or Poor ratings indicates there are no areas of active parental dissatisfaction — the task is one of perception-raising, not remediation.

4. Satisfaction Composition & Index

The stacked chart shows the percentage split of responses per question; the second chart converts responses into a weighted Satisfaction Index (Strongly Satisfied = 5 ... Poor = 1).



PO1 (critical social analysis & transformation) records the highest index at 3.51, indicating parents most strongly recognise their ward's ability to analyze and engage with social realities. **PO3 (application of social work methods) sits lowest at 3.20**, suggesting parents are least able to observe / are least assured about the practical application of casework, group work and community organization skills — a useful signal for strengthening visible field-work outcomes.

5. Question-wise Analysis

Q1 — Critical Social Analysis & Social Transformation [PO1]

“At the end of the programme, my ward is able to critically analyze social realities, understand their changing dynamics, and actively engage in processes that contribute to positive social transformation.”

Strongly Satisfied	Satisfied	Average	Fair	Poor
13 (25.5%)	0 (0.0%)	38 (74.5%)	0 (0.0%)	0 (0.0%)

Satisfaction Index: 3.51 / 5.00 **Strongly Satisfied:** 25.5% *No negative responses.*

The strongest-rated outcome. Just over a quarter of parents are strongly satisfied that their ward can critically analyze social realities and contribute to social transformation — the clearest endorsement of the programme's core purpose.

Q2 — Understanding Diverse Communities & Social Justice Advocacy [PO2]

“At the end of the programme, my ward is able to demonstrate an in-depth understanding of diverse communities, recognize their unique challenges and systemic inequalities, and advocate for social justice in professional practice.”

Strongly Satisfied	Satisfied	Average	Fair	Poor
7 (13.7%)	0 (0.0%)	44 (86.3%)	0 (0.0%)	0 (0.0%)

Satisfaction Index: 3.27 / 5.00 **Strongly Satisfied:** 13.7% *No negative responses.*

Parents broadly affirm their ward's understanding of diverse communities and commitment to social justice. The high “Average” share suggests advocacy outcomes are recognised but could be made more visible through documented community engagement.

Q3 — Application of Social Work Methods (Casework, Group Work, CO) [PO3]

“At the end of the programme, my ward is able to apply appropriate social work methods and strategies to effectively work with individuals, groups, and communities, addressing various social issues.”

Strongly Satisfied	Satisfied	Average	Fair	Poor
5 (9.8%)	0 (0.0%)	46 (90.2%)	0 (0.0%)	0 (0.0%)

Satisfaction Index: 3.20 / 5.00 **Strongly Satisfied:** 9.8% *No negative responses.*

This item records the lowest strongly-satisfied share (9.8%). Parents are least certain about hands-on application of casework, group work and community organization — pointing to a need to surface practicum achievements more clearly to families.

Q4 — Professional Values & Ethics [PO4]

“At the end of the programme, my ward is able to embody professional social work values and ethics, ensuring integrity, respect, and accountability in all aspects of practice.”

Strongly Satisfied	Satisfied	Average	Fair	Poor
7 (13.7%)	0 (0.0%)	44 (86.3%)	0 (0.0%)	0 (0.0%)

Satisfaction Index: 3.27 / 5.00 **Strongly Satisfied:** 13.7% *No negative responses.*

Professional values and ethics are well perceived. Sustaining ethics through field-work supervision and reflective journaling will help convert “Average” into “Strongly Satisfied.”

Q5 — Problem-Solving & Intervention for Vulnerable Groups [PO5]

“At the end of the programme, my ward is able to develop problem-solving abilities and intervention strategies tailored to the needs of marginalized and vulnerable populations.”

Strongly Satisfied	Satisfied	Average	Fair	Poor
6 (11.8%)	0 (0.0%)	45 (88.2%)	0 (0.0%)	0 (0.0%)

Satisfaction Index: 3.24 / 5.00 **Strongly Satisfied:** 11.8% *No negative responses.*

Parents see steady ability in problem-solving for marginalized groups. Showcasing concrete intervention case studies would strengthen this perception further.

Q6 — Research & Evidence-Based Practice [PO6]

“At the end of the programme, my ward is able to integrate research and evidence-based knowledge to design, implement, and evaluate social work interventions effectively.”

Strongly Satisfied	Satisfied	Average	Fair	Poor
10 (19.6%)	0 (0.0%)	41 (80.4%)	0 (0.0%)	0 (0.0%)

Satisfaction Index: 3.39 / 5.00 **Strongly Satisfied:** 19.6% *No negative responses.*

The second-highest strongly-satisfied share (19.6%) reflects good recognition of research and evidence-based skills — likely linked to visible research projects and dissertations.

Q7 — Communication & Multidisciplinary Collaboration [PO7]

“At the end of the programme, my ward is able to exhibit strong communication skills and collaborate with multidisciplinary teams to holistically address social challenges.”

Strongly Satisfied	Satisfied	Average	Fair	Poor
7 (13.7%)	0 (0.0%)	44 (86.3%)	0 (0.0%)	0 (0.0%)

Satisfaction Index: 3.27 / 5.00 **Strongly Satisfied:** 13.7% *No negative responses.*

Communication and multidisciplinary collaboration are positively viewed. Presentations, group projects and inter-agency field work appear to register with parents.

Q8 — Lifelong Learning & Professional Development [PO8]

“At the end of the programme, my ward is able to demonstrate a commitment to lifelong learning, staying informed about emerging trends and best practices in social work.”

Strongly Satisfied	Satisfied	Average	Fair	Poor
7 (13.7%)	0 (0.0%)	44 (86.3%)	0 (0.0%)	0 (0.0%)

Satisfaction Index: 3.27 / 5.00 **Strongly Satisfied:** 13.7% *No negative responses.*

Commitment to lifelong learning is affirmed. Highlighting certifications, workshops and alumni progression can reinforce this outcome.

6. Achievement of Programme Outcomes (POs)

Each questionnaire item maps directly to one Programme Outcome. The table summarises attainment as perceived by parents, using the Satisfaction Index and the favourable (Strongly Satisfied) share. A target benchmark of 3.0 / 5.0 is applied; all outcomes are Attained.

PO	Programme Outcome	Index /5	Strongly Sat.	Status
PO1	Critical Social Analysis & Social Transformation	3.51	25.5%	Attained
PO2	Understanding Diverse Communities & Social Justice Advocacy	3.27	13.7%	Attained
PO3	Application of Social Work Methods (Casework, Group Work, CO)	3.20	9.8%	Attained
PO4	Professional Values & Ethics	3.27	13.7%	Attained
PO5	Problem-Solving & Intervention for Vulnerable Groups	3.24	11.8%	Attained
PO6	Research & Evidence-Based Practice	3.39	19.6%	Attained
PO7	Communication & Multidisciplinary Collaboration	3.27	13.7%	Attained
PO8	Lifelong Learning & Professional Development	3.27	13.7%	Attained
Overall Average		3.30	15.2%	Attained

Conclusion: All eight Programme Outcomes are attained as perceived by parents, with an overall Satisfaction Index of 3.30/5.00 and zero negative ratings. PO1 leads attainment; PO3 has the most room to grow.

7. Suggestions & Areas for Improvement

Key Strengths

- Strong parent engagement with 51 responses — a solid evidence base for the review.
- Zero negative (Fair / Poor) ratings across all eight outcomes.
- PO1 (critical social analysis & transformation) and PO6 (research & evidence-based practice) are the most strongly endorsed outcomes.

Areas for Improvement

- PO3 — Application of social work methods: lowest strongly-satisfied share (9.8%). Make field-work and practicum achievements more visible to parents (case-study showcases, field-work day, supervisor reports).
- Convert “Average” into “Strongly Satisfied”: roughly 85% of ratings sit in the “Average” band. Targeted communication of student accomplishments can lift overall perception.
- Parent-facing visibility: parents rate overall growth, so a structured progress communication (newsletters, portfolio showcases, placement updates) would strengthen perceived attainment.
- Strengthen documentation of community advocacy (PO2) and intervention outcomes for vulnerable groups (PO5) through measurable, shareable project outputs.

Recommended Action Plan

#	Action	Owner	Timeline
1	Field-work showcase & case-study presentations for parents	Field Work Dept. / IQAC	Next semester
2	Parent progress communication (portfolio / newsletter)	Programme Coordinator	Ongoing
3	Publish student research & intervention outputs	Research Cell	Annual
4	Re-administer feedback & track index movement	IQAC	End of year

Overall Conclusion

The parent feedback for the BSW Batch 2023–2026 is positive and free of any negative ratings, with full participation. All Programme Outcomes are attained. The clear improvement lever is to move parental perception from “Average” toward “Strongly Satisfied,” principally by increasing the visibility of students' practical, field-based and research achievements — with the application of social work methods (PO3) as the priority focus area.