



# STUDENT SATISFACTION SURVEY AND ACTION TAKEN REPORT 2020-2021

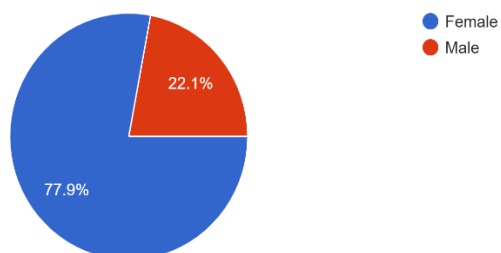
COLLEGE OF SOCIAL WORK (AUTONOMOUS), NIRMALA NIKETAN



Nuner of responses=68

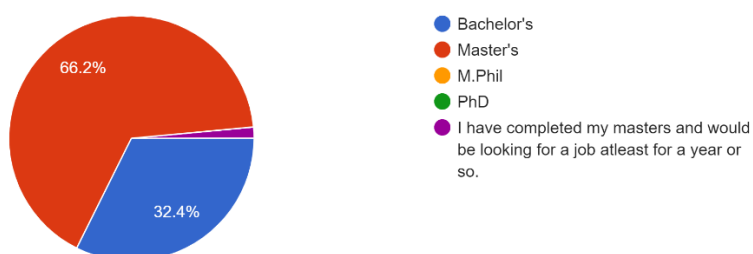
## PROFILE OF RESPONDENTS

### Gender



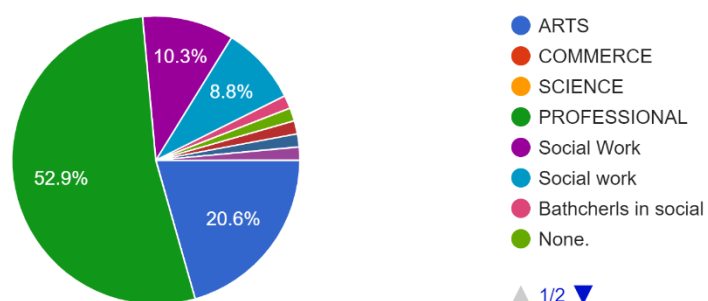
Most of the respondents were females (77.9%)

### Degree pursued by respondents



Most of the respondents were students from master's programme (68.2%)

### The subject currently being pursued by the respondents

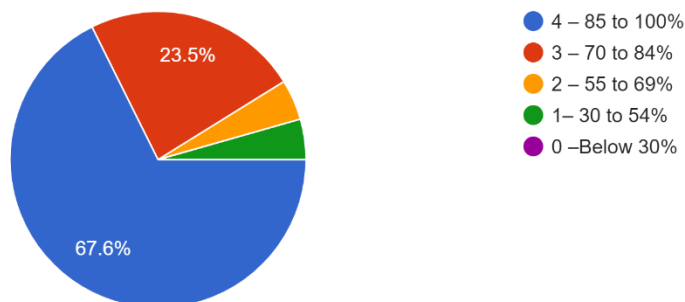


Half of the respondents were pursuing Professional courses (52.9 %).



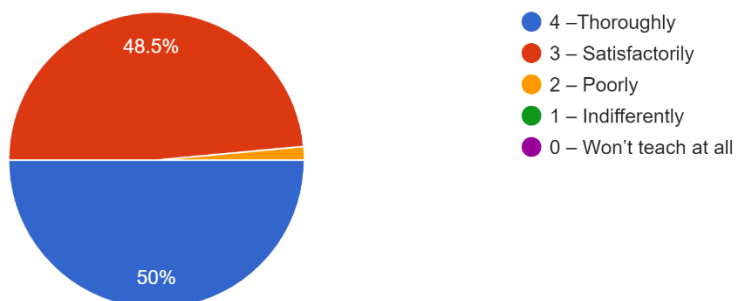
## OVERALL FEEDBACK ON THE TEACHING PROCESS

### Syllabus covered in class



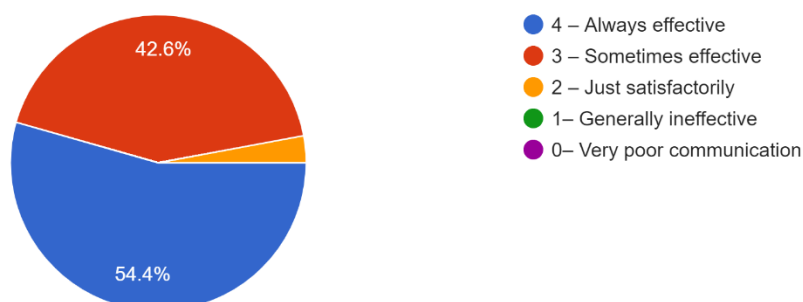
Many of the respondents (67.6%) shared that 85-100% of the syllabus was covered in class. It was also observed that 23.5 percent of the respondents shared that 70-84% of the syllabus was covered in class.

### Teachers' preparation for class



An almost equal number of respondents shared that the Teacher's preparation for classes was Thorough (50%) or Satisfactorily (48.5%).

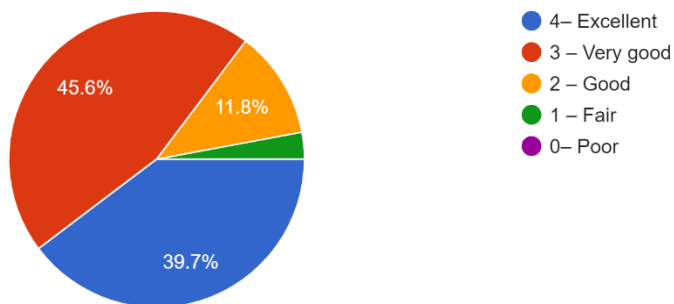
### Teachers' ability to communicate.





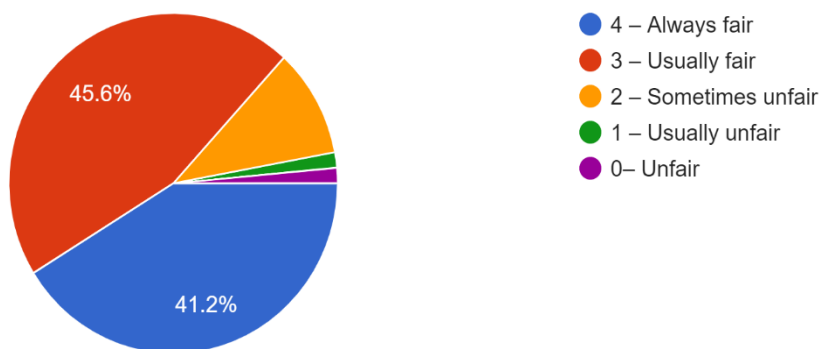
While more than half of the respondents shared that the teacher's ability to communicate was always effective (54.5%), many also shared that it was somewhat effective (42.6%).

### Description of the teacher's approach to teaching



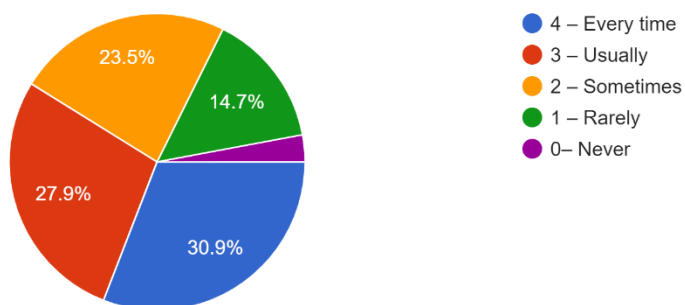
Many students described the teacher's approach to teaching as Very Good (45.6%) and excellent (39.7%).

### Fairness of the Internal Evaluation process by the teachers



An almost equal number of respondents shared that the internal evaluation process was always fair (41.2 %) or usually fair (45.6 %)

### Discussion about the performance in the assignments

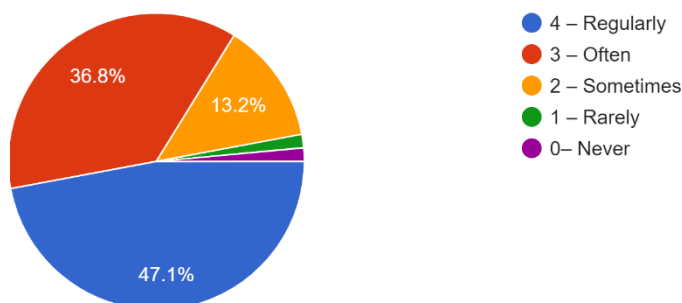


It was found that the performance of assignments was not uniformly discussed with the respondents. Of the 68 respondents, 40.9 percent shared that the performance of assignments



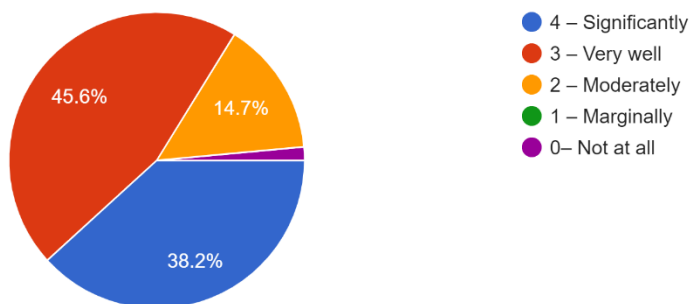
was discussed every time, 27.9 percent, shared that it was done usually, 23.5 percent stated it was done sometimes and 14.7 percent shared that it was rarely done.

**The Institute interest in promoting internships, student exchange, field visits, and opportunities for students.**



Most of the respondents shared that the Institute takes interest in promoting internships, student exchange, field visits, and opportunities for students regularly (47.1%) or often (36.8%).

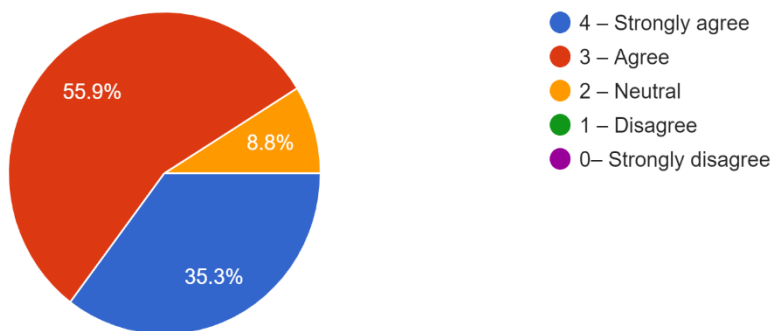
**The teaching and mentoring process in the institution facilitates cognitive, social, and emotional growth.**



Of the 68 respondents, many shared that the teaching and mentoring process in the institution very well (45.6%) facilitates cognitive, social, and emotional growth; 38.25 percent shared that teaching and mentoring process in the institution significantly facilitated cognitive, social, and emotional growth while 14.7 percent shared that teaching and mentoring process in the institution moderately facilitate cognitive, social, and emotional growth.

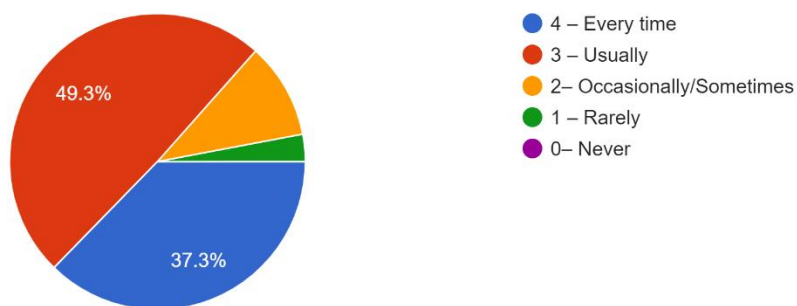


### The institution provides multiple opportunities to learn and grow.



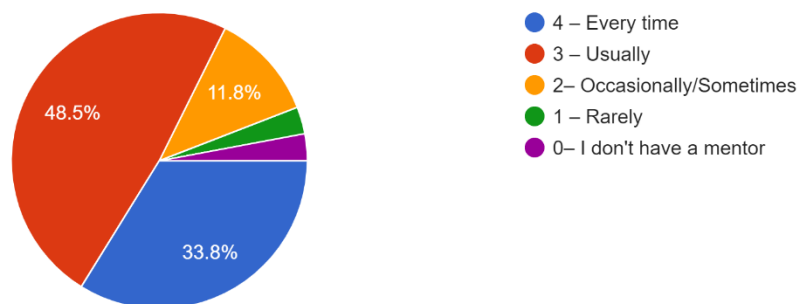
Most of the respondents agreed that the institution provides multiple opportunities to learn and grow (91%)

### Information by teachers about expected competencies, course outcomes, and programme outcomes.



Almost half of the respondents (49 %) shared that the teachers usually inform about expected competencies, course outcomes, and programme outcomes., while 37.3 percent shared that it was done every time. Few respondents (11.9%) shared that it was done occasionally or sometimes.

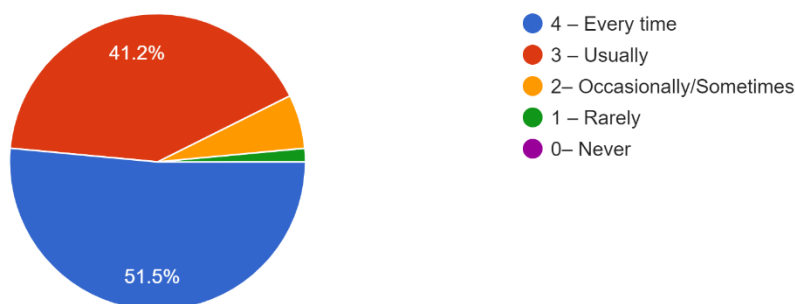
### Mentor does the necessary follow-up with the task assigned.





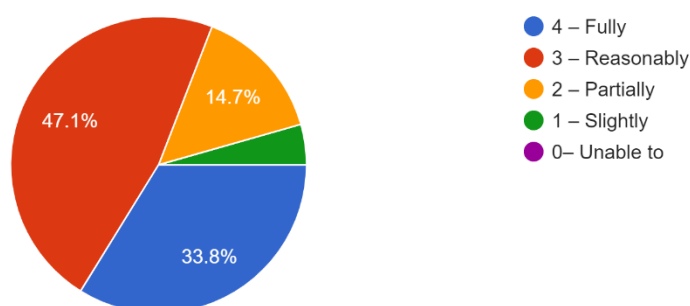
Almost half of the respondents (48.5 %) shared that the mentor usually does necessary follow-up with the task assigned, while 33.8 percent shared that it was done every time. Few respondents (11.8%) shared that it was done occasionally or sometimes.

### **The teachers illustrate the concepts through examples and applications.**



Half of the respondents (51.5 %) shared that the teachers illustrate the concepts through examples and applications every time, 41.2 percent shared it was done usually and 5.9 percent shared it was done occasionally or sometimes.

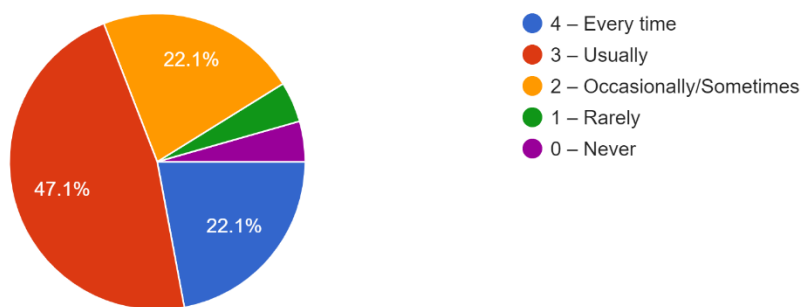
### **The teachers identify the strengths of the students and encourage them with providing the right level of challenges.**



Nearly half of the respondents (47.1 %) shared that the teachers fully identify the strengths of the students and encourage them by providing the right level of challenges, and 33.8 percent shared that the teachers reasonably identify the strengths of the students and encourage them providing the right level of challenges, while 14.7 percent shared that it was partially done.

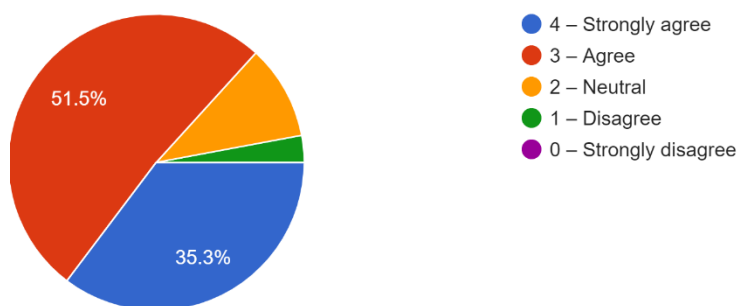


### Teachers can identify the weakness of the student and help them overcome them.



Nearly half of the respondents (47.1 %) shared that the teachers can usually identify the weakness of the student and help them overcome the weakness, 22.1 percent shared that teachers can every time identify the weakness of the student and help them overcome the weakness, while 22.1 percent shared that teacher can identify the weakness of the student and help students overcome the weakness occasionally or sometimes.

### The institution makes efforts to engage students in the monitoring, review, and continuous quality improvement of the teaching-learning process.

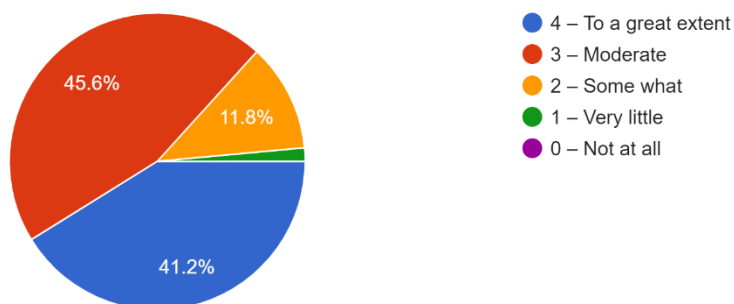


It was found that an overwhelming majority of students (86.8%) agreed that the institution makes efforts to engage students in the monitoring, review, and continuous quality improvement of the teaching-learning process.



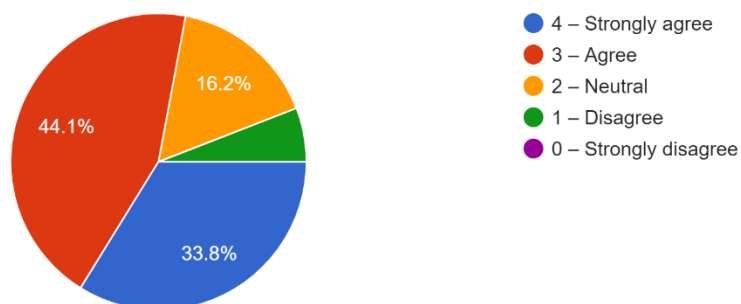


The institution /teachers use student-centric methods such as experiential learning/participative learning and problem-solving methodologies for enhancing learning experiences.



Respondents shared that the institution /teachers moderately (45.8%) use student-centric methods such as experiential learning/participative learning and problem-solving methodologies for enhancing learning experiences. Many respondents shared that the institution /teachers use student-centric methods such as experiential learning/participative learning and problem-solving methodologies for enhancing learning experiences to a great extent (41.2%).

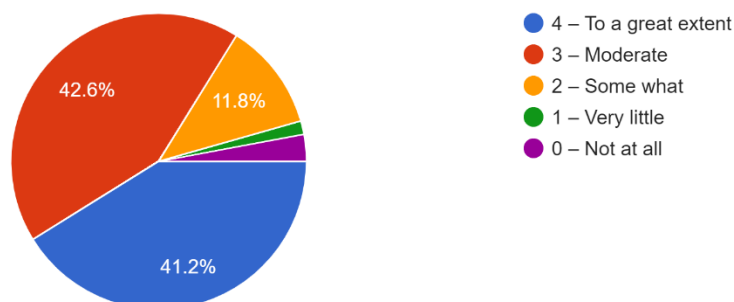
#### Teachers encourage students to participate in extracurricular activities



More than three fourth (77.9 percent) of the respondents agreed that teachers encourage students to participate in extracurricular activities.

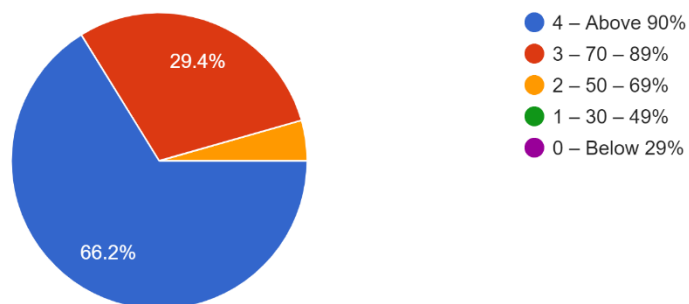


**Efforts are made by the institute/teachers to inculcate soft skills, and employability skills to make students ready for the world of work.**



An almost equal number of respondents shared that the Institute/teachers made efforts to inculcate soft skills, and employability skills to make students ready for the world of work moderately (42.8 %) or to a great extent (41.2%). Few respondents (11.8%) shared that the institute/teachers somewhat made efforts to inculcate soft skills, and employability skills to make students ready for the world of work.

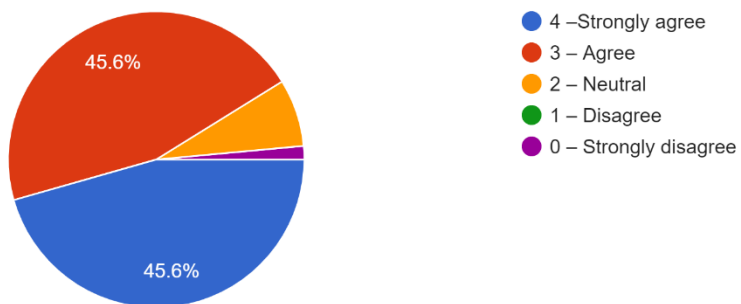
**Percentage of teachers use ICT tools such as LCD projector, multimedia, etc while teaching.**



More than a majority of the respondents (66.2%) shared that above 90 percent of the teachers use ICT tools such as LCD projectors, multimedia, etc while teaching, 29.4 percent said 70-89 percent of teachers use ICT tools such as LCD projector, multimedia, etc while teaching, while 4.4 percent shared that 50-69 percent of teachers use ICT tools such as LCD projector, multimedia, etc while teaching.



The overall quality of the teaching-learning process in the Institute is very good.

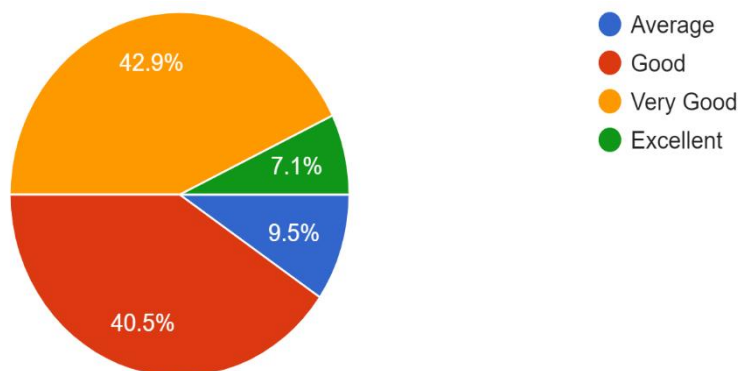


An equal number of respondents each (45.6 percent) strongly agreed or agreed that the overall quality of the teaching-learning process in the Institute is very good.



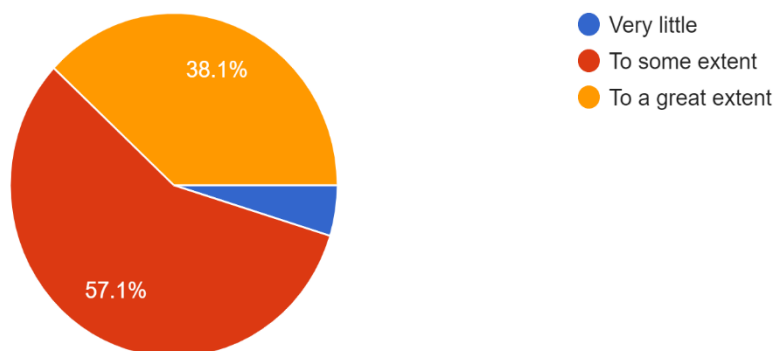
## FEEDBACK ON CURRICULUM/SYLLABUS: 42 responses

### The sequencing of the subjects across the semesters



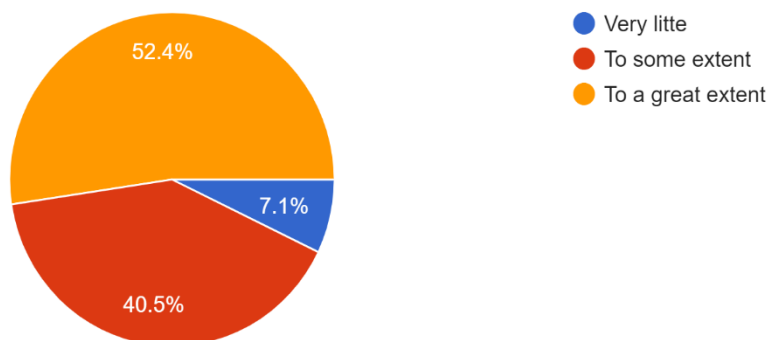
Most of the respondents shared that the sequencing of the subjects across the subjects was either very good (42.9 %) or good (40.5 %). Few respondents said it was excellent (7.1 %) or average (9.5%).

### Provision of relevant reading material available for the course subjects



Most of the respondents shared that the relevant reading material was available for the course subjects to some extent (57.1 %) or a great extent (38.1 %).

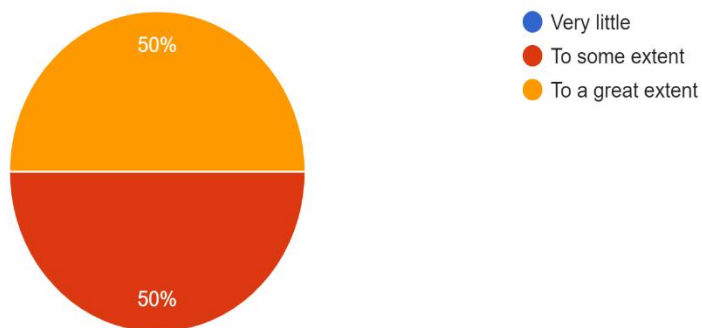
### The course content provides theoretical linkages to field practicum.





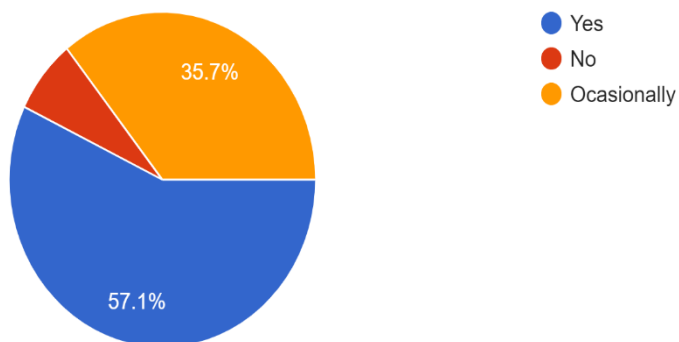
Half of the respondents (52.4%) shared that the course content provided theoretical linkages in the field practicum to a great extent, while 40.5 percent, shared the course content provided theoretical linkages in the field practicum to some extent.

### The course meets various learning needs of the students



An equal number of respondents each (50 %) shared that the course meets various learning needs of the students to a great extent or some extent.

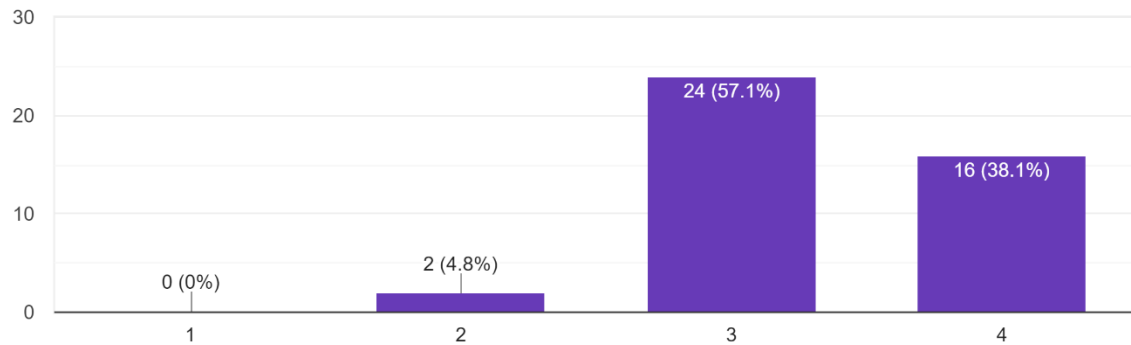
### Scope for feedback on curriculum



A majority of the respondents (57.1 %) stated that there was scope for feedback on curriculum, while 35.7 percent shared that there was scope for feedback on curriculum occasionally.

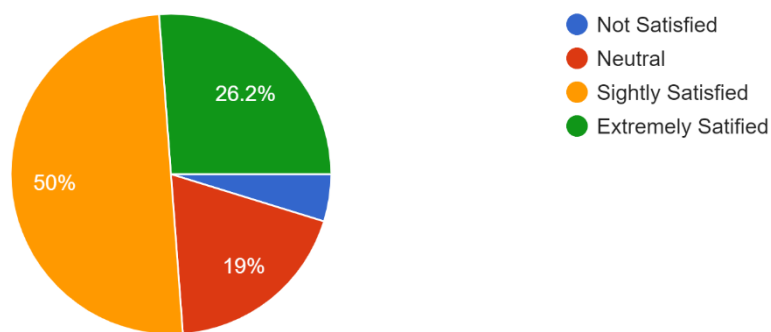


### Rate the practical application of the course.



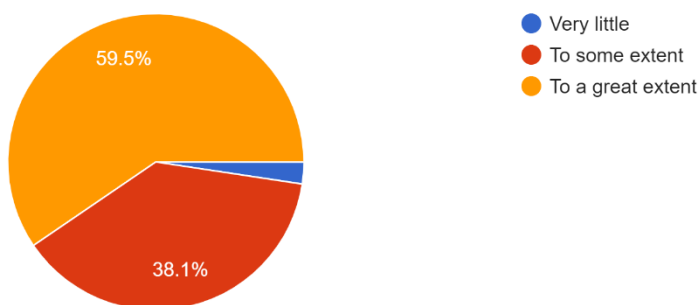
Most of the respondents (57.1 %) shared that the practical application of the course was good while 38.1 percent shared that it was very good.

### Rate the satisfaction level with the curriculum design as per the employability requirement.



Only 50 percent of the respondents shared that they were slightly satisfied with the curriculum design as per the employability requirement.

### The curriculum reflects the vision and mission of the Institute



Many respondents (59.9 %) shared that the curriculum reflects the vision and mission of the Institute to a great extent.



### **Any suggestions for improvement (19 responses received)**

1. The syllabus of Four-credit subjects can be reduced a little. Apart from that the overall teaching style and content are great and very effective.
2. It was a great learning experience from maam she was the best teacher for me
3. After the first year the second year should majorly focus on specializations and major specialization subjects, so students can put all focus on their needs.
4. Please teach MNPO in the third semester so that students are well prepared before sitting for the placement.
5. Kindly teach Social Work Administration at the beginning of BSW Sem 1 and MSW Sem 1.
6. Kindly rename Gender Studies as Women Studies in BSW Curriculum.
7. Just as Research Studies, we can give some more importance to MNPO at both BSW and MSW levels. It will be good if we give some time to sports as well. The gym equipment should be repaired. Locker fees, and gym should be taken differently, especially for those who use them. There should be a common room for boys as well. A small water filter facility on the second floor could be considered as students have to go right to the ground floor. The provision of Sanitary napkins is a must in our college. We could ask students for short articles, creative and informative news cut out to pin on pinboards in the college. Report writing, timesheet writing, and other essential skills for fieldwork should be taken in the orientation or induction session at the beginning of the academic year. Workshop on leadership skills, soft skills, computer skills, and communication skills must be taken
8. Regarding a subject namely Human Rights. The syllabus for these subjects needs to be revised. When making a bail application, PIL is not something we are going to prepare on the field. Giving us information about the same as social workers is good to go but expecting us to file a bail, or a PIL, etc in exams is not quite understood.
9. It was a great learning
10. Provide the note in Marathi
11. Providing study materials and notes.
12. I think fieldwork supervision subject should be mandatory for everyone 2. Fieldwork supervision subjects should be taught during 1st year only to get a better understanding of fieldwork and roles and responsibilities. Community organization and community development subjects need to be taught with more exposure, and field visit practicum. CO practicum was not satisfactory.



13. Ethical values in selecting good corporates for campus interviews has be followed. Please avoid vedabta PepsiCo which is detrimental to public welfare. Equal importance is to be given to community development and community organization like HRM. The specialization of the subject also was not satisfactory.
14. Specialization during the second year is better.

**Three Observations/Suggestions to improve overall teaching-learning experiences in the Institution (68 responses received)**

1. Include the students in the subject 2. Avoid targeting students but rather use the values of the social work that is taught 3. Take feedback and the teacher needs to teach not make students do all the work even make the questions for a class test.
2. 1. It would be nice if all the students are encouraged to be participative in class. 2. There should be one day break for each exam subject otherwise the exam schedule is very hectic and causes stress and sleepless nights. 3. I am grateful to all the teachers who teach with great zeal and love towards the students and their growth.
3. 1. In online mode, the teaching-learning process was challenged... A teacher needs to plan the everyday classes keeping in mind the number of hours available for the course... This will also help to complete the portion on time... We don't need to rush. More participatory classes link to today's context and the context of a student
4. Use of videos to explain concepts. More field visits and covering the syllabus on time
5. 1. Marks have not been shared with the students 2) Teachers take too much effort and expect the same while it's difficult for students to cope with it.
6. Not to rush at the end, sticking to the syllabus, challenging the students
7. Interacting with students beyond course structure, discussing internal assessments, and giving guidance for improvement individually, promoting more field-related experiences.
8. My observation is overall good learning and teaching process but it's necessary to improve skills, must care about students learning and how we could teach effectively.
9. Teachers give examples while explaining any concepts that help to understand the topic in detail. Sometimes to complete the syllabus teacher rushes so that can be improved
10. Ppt and notes should be given. Should teach slowly
11. Everything is fine but sometimes need to use the Hindi language while teaching.
12. All the teachers should have come to college to teach instead of online. Not all teachers use the participatory method and engage students in the class. Please take care of these





13. Help

14. 1. Can cut down the syllabus for 2 credit subjects a little. 2. Can incorporate CSR in the syllabus 3. Form and start the Placement Cell work by September as by December organizations start approaching so the database of students brochures etc should be ready to share.

15. The hybrid mode of learning has become a little difficult, as more focus is upon the offline mode, so students attending online find it hard to coordinate along

16. Don't keep teaching and have more interactive sessions, give prompt examples,

17. No suggestions... The teaching method is already good

18. 1. I would like to suggest some faculty members take the most interactive classes 2. I observed that some faculty members are too good at teaching and giving examples related to the field. 3. I also observed that some faculty members are teaching with great determination and passion.

19. Classes should be made completely offline, exposure visits must be encouraged, and guest lectures must be included

20. 1. More outdoor activities 2. Sharing PPTs 3. Including short videos

21. 1. Teachers are excellent and very helpful in every way .they always support the students and give their best in giving us the knowledge and make it easier so that all the students can understand the concepts easily.

22. The teaching method is excellent because overall concepts were taught in an understanding way. Also examples through understanding and thinking and activities etc.

23. It is a great platform to learn and grow professionally in life and to understand the situation broadly. It helped me to change my values and thoughts and to be more open to accepting challenges and learning wholeheartedly.

24. 1. Reduced syllabus for 4 credit subjects 2. More group discussions/debates 3. More one-on-one feedback to students regarding their performance and area of improvement.

25. 1. There should provide Marathi notes also. 2. There is a remedial class going on but there is no student who has joined. 3. More sports activity.

26. Please use the same time Hindi because all of India knows Hindi but all Maharashtra studies are not so good in English

27. Some teachers need to design subject matter according to the credit of the subject

28. Bonding between teachers and students is excellent



29. If students can write exams in Marathi then they should be given notes in Marathi as well.
30. Students should be given little time for assignments
31. There is a need to see students get that fieldwork agency that provides adequate scope to learn.
32. More interaction, Communication, and Time management
33. The subject sequence can be reviewed. The teacher-student relationship needs to be enhanced and there need to be more skill-based workshops that will help further in employment opportunities.
34. Need to pay more attention to the weaker students. Not to be partial to smart students give equal opportunity to all the students.
35. Room, canteen should be available for each student. All teaching and Non-teaching staff is very supportive
36. Teachers are very busy with all the responsibilities which makes them less attentive to students
37. The teachers were good.
38. The teachers give importance to all the students. Lots of interaction takes place in the classroom All the teachers are very compassionate and follow the values and principles of SW. My life has certainly changed after studying at this college.
39. 1. Each teacher needs to have an evaluation once half the classes are done to know their engagement with the students 2. The subject teacher of Urban and Rural studies made the students only make the questions for the internal test and was never prepared for class 3. The overall learning experience was great
40. Use of Hindi and Marathi while teaching.
41. 1. All the students should be given attention (sometimes it feels that the class is only for students) 2) All the efforts made by teachers are very useful for students and we are lucky to have been trained under them.
42. To encourage student activities
43. Some teachers have to make a summary in the next lecture from students like what did we learn in the last class.
44. It's good
45. Overall the college is doing great. And I've had enriched learning. Hoping for the best in the college.
46. Everything is fine



47. It was a good learning
48. In the teaching-learning process teachers always help students to participate in class through the activities and presentations.
49. I experienced good, but many students' Marathi and Hindi backgrounds little difficult to understand the concept and questions. Simple formate use because of during exam trouble the Student
50. 1. As a student I feel if there is more debate and discussion around the topics taught in class, it not only encourages students to put across their viewpoints but also enables them to become more outgoing and open to learning and putting across their thoughts.  
2. some teachers would show us movie clips, short films, advertisements, etc for us to better understand the topic/ concept. If all the teachers incorporate this in their conduct it will help us, the students to broaden our horizons and keep ourselves updated about the contemporary world. Thank you!
51. Offline education is better. Provision of notes would be beneficial instead of ppt. Spacing between exams helps to reduce the burden of studies and stress. Assignments can also be shortened and simplified.
52. It's was a great experience
53. Free and friendly environment. Student center approach
54. The teaching was very informative Very satisfactory up to the mark Very easy and understandable.
55. Feedback on assignments and tasks is given. Evaluation of teachers about students
56. Please give more practical field experiences. Visit best practice NGOs are necessary.  
Online
57. PPT presentation was really good by the teachers. Most of the teachers were committed and tried to give maximum information.
58. Efficient teacher-student communication
59. Institute needs to give some free time to students for their learning. They don't get their time in this whole curriculum. That's why many a times students are going under a lot of pressure. Otherwise, the overall curriculum, the structure of this course, and the student-teacher relationship are fantastic in this institute.
60. Do not burden students with too much workload



## ACTION TAKEN REPORT

AREAS IDENTIFIED FOR IMMEDIATE INTERVENTION BASED ON THE SSS REPORT	ACTION TAKEN
<b>Teaching, Learning, and Assessment</b>	<p>Feedback was disseminated to all teachers through sharing of the document on the official website of the College.</p> <p>Feedback is given to teachers during Performance Appraisal on</p> <ul style="list-style-type: none"><li>✓ Compulsory feedback on assignments</li><li>✓ Discussion of students' performance in Continuous Internal Assessment</li><li>✓ Completing portion on time by balancing syllabus</li><li>✓ Question Paper to not include application questions (also emphasized during FDP April 2021)</li><li>✓ Reference note/synopsis of class to be provided.</li><li>✓ Use of Audio-Visual Aids, participative pedagogies for enhancing interest and student engagement.</li><li>✓ Field visits for subjects to enhance learning specifically community organization.</li><li>✓ Proper Management of syllabus as per the credits assigned</li><li>✓ One-on-one feedback to students regarding their performance and area of improvement.</li><li>✓ Mid-semester evaluation by course teachers</li></ul> <p>Remedial classes/Support Classes started across classes to meet the needs of students with difficulties sponsored by RUSA 2.0</p> <p>Subject-based workshops/Value Added Courses initiated through RUSA sponsorship for complementing the curriculum and meeting students' needs.</p> <p>National Level Students Conference for BSW III and MSW II to enhance leadership skills, peer learning, and engagement of students in March 2022.</p> <p>Pining short articles, and creative and informative news cut out on pinboards in the college have been initiated across classes.</p>
<b>Syllabus</b>	<p>Feedback on Syllabus will be presented to the Expert Committee in the next syllabus review cycle</p> <ul style="list-style-type: none"><li>✓ Gender Studies to be renamed as Women Studies</li><li>✓ Fieldwork Supervision subject to be made compulsory and introduced in the term I</li><li>✓ Specialization in Final Year</li><li>✓ NMPO in the third sem Final Year and before Job Placements begin</li><li>✓ Social Work Administration at the beginning of BSW sem 1 and MSW Sem 1.</li></ul>



<b>AREAS IDENTIFIED FOR IMMEDIATE INTERVENTION BASED ON THE SSS REPORT</b>	<b>ACTION TAKEN</b>
<b>Fieldwork</b>	Compulsory review of agencies mission, vision, and scope for students learning before placement through setting up of a Fact-Finding Team  Report writing, timesheet writing, and other essential skills for fieldwork taken in the orientation or induction session at the beginning of the academic year including a workshop on specific skills such as leadership skills, and communication skills must be taken
<b>Student Support Services</b>	Availability of sanitary napkins with the Administrative in Incharge and students should be informed about the provision.  Cocurricular and sports events, and recreational events integrated with the academic calendar  The gym equipment was repaired and upgraded.
<b>Job Placements</b>	Job Placement Cell revamped focusing on students engagement and early placements.
<b>Examinations</b>	Time Table is consciously set considering Core Subjects and Electives

**PENDING INTERVENTIONS SUBMITTED FOR APPROVAL AND IMPLEMENTATION.**

1. Locker fees, and gym should be taken differently
2. Common room for boys as well.
3. A small water filter facility on the second floor
4. Ethical values in selecting good corporates for campus interviews has be followed.
5. Room, canteen should be available for each student.



# PARENT FEEDBACK 2020-2021

COLLEGE OF SOCIAL WORK (AUTONOMOUS), NIRMALA NIKETAN



Number of responses: 37

Most of the respondents were parents of students who had completed their MSW.

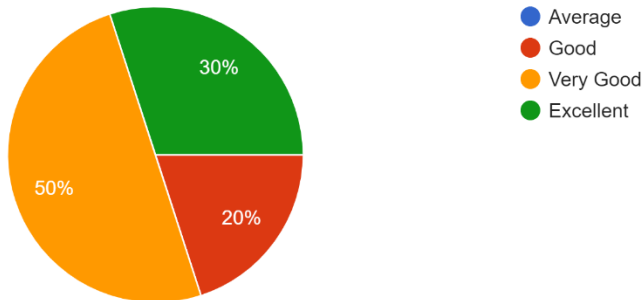
**FEEDBACK: 37 responses**

Perception of respondents on Infrastructure and Supportive services.	Poor -0		Average-1		Good-2		Very Good-3		Excellent-4	
	f	%	f	%	f	%	f	%	f	%
Infrastructure					8	21.6%	16	43.2%	13	35.1%
Faculty					4	10.8%	13	35.1%	20	54.1%
Security and Safety of students					3	8.1%	13	35.1%	21	56.8%
Learning experiences of your ward					4	10.8%	12	32.4%	21	56.8%
Canteen Facilities	4	10.8%	6	16.12%	13	35.1%	8	21.6%	6	43.2%
Library			1	2.7%	5	13.5%	15	40.5%	16	52.6%
Sports and Cultural Activities			2	5.4%	9	24.3%	13	35.1%	13	35.1%
Office Staff			1	2.7%	3	8.1%	16	43.2%	17	45.9%
Educational Resources					5	13.5%	13	35.1%	19	51.4%
Admission Procedure			1	2.7%	3	8.1%	9	24.3%	24	64.9%
Fee Structure			1	2.7%	4	10.8%	15	40.5%	17	45.9%
Classroom					5	13.5%	12	32.4%	20	54.1%
Counselling Services			1	2.7%	12	32.4%	10	27%	14	37.8%
Training and Job Placement Services			4	10.8%	10	27%	11	29.7%	12	32.4%
Hostel Facilities (30 responses)	1	3.3%	2	6.7%	9	30%	11	36.7%	7	23.3%
Internships/Block Placement and Camps			1	2.7%	6	16.2%	9	24.3%	21	56.8%
Fieldwork			1	2.7%	4	10.8%	11	29.7%	21	56.8%
Overall Rating of the College					3	8.1%	10	27%	24	64.9%



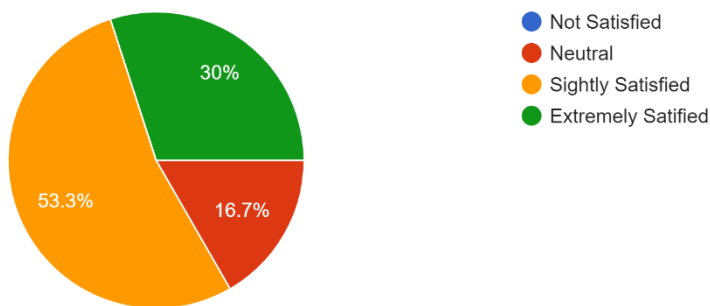
## SYLLABUS FEEDBACK

### Learning experience gained by your ward through curriculum



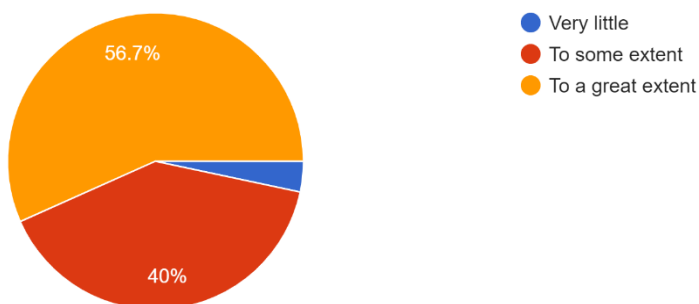
Most of the respondents said that the learning experience gained by their ward through the curriculum was very good (50%), excellent (30%), and good (20%).

### Satisfaction level with the curriculum design as per the employability requirement.



More than half of the respondents said that they were slightly satisfied (53.3%) with the curriculum design as per the employability requirement., while some said they were extremely satisfied (30%). Few respondents responded neutrally.

### The curriculum reflects the vision and mission of the institute.



Many respondents (56.7%) said that the curriculum reflects the vision and mission of the Institute to a great extent.





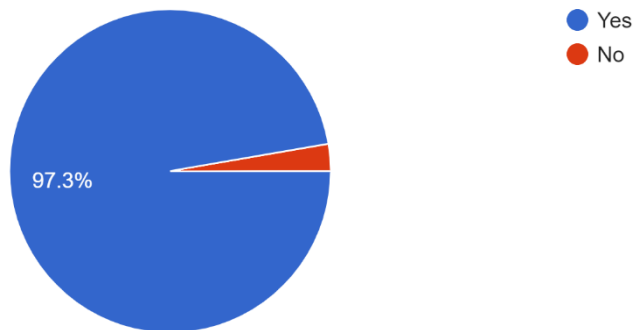
### **Suggestions for Improvement**

1. Provide more opportunities to the students to cater to the needs of the rural poor in our country.
2. Overall good
3. The institution has to be more forward-looking and in sync with the demands of ever-changing times.
4. Apart from the academic gains, I observe the great behavioural and attitudinal change in her that has made her more compassionate, kind, and empathetic. The institute can introduce more structured seminars or sessions that enhance the morals.
5. If you'll could hold a parent meeting twice a year. Consider Protestant as well under the minority quota.



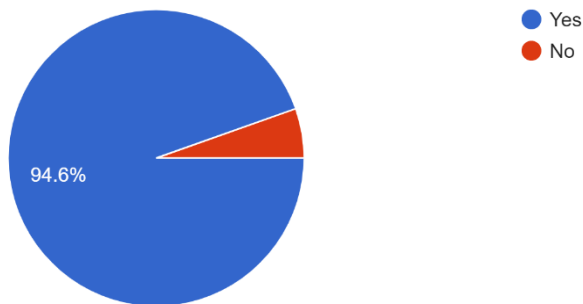
## ADMINISTRATIVE SUPPORT

Are the authorities easily approachable regarding queries?



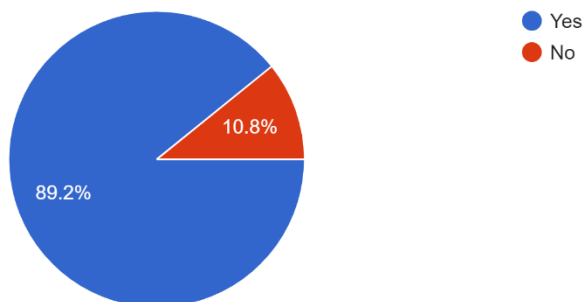
An overwhelming majority of respondents (97.3%) said that the authorities were easily approachable regarding queries.

**Satisfaction level with the communication from the College with reference to attendance and performance of your ward.**



Most of the respondents (94.6%) said that the authorities were easily approachable regarding queries.

**Participation in Parent's Meetings/Meetings for attendance organized by the College.**



Of the 37 respondents, 89.2 percent of the respondents said that they had participated in Parent's Meetings/Meetings for attendance organized by the College.



One respondent each said they were not able to participate as they were not aware of any parent meetings or the timing of the meetings clashed with their work timings.

**Reason for selecting the Institute for your ward.**

1. It is a good institution for the Education
2. One of the best colleges in Maharashtra
3. The excellent performance of my sisters in the field who have passed out including myself (1989 - 1991)
4. Reputed college
5. Quality of Fieldwork, Approachability, the experience of my ward during BSW
6. It is a well-known and premier institution
7. This Institution offers a very good bachelor's degree in Social Work in Mumbai
8. Heard they have the best fieldwork opportunities and was suggested by cousins
9. Because I want to motivate my daughter to live life independently and help others, I want her to know society.
10. It's a great achievement for my child
11. The best college for study
12. Because of the great teaching staff
13. Since it's a renowned institution
14. It is a good institution, and the infrastructure is cool
15. Have been a part of this college
16. The infrastructure is good and even interested in social work.
17. One of the oldest and most supreme colleges of social work
18. The teaching and knowledge given by the college are the best
19. No other option
20. It provides a holistic approach to students
21. Good quality of education
22. One of the best colleges for social work
23. Very good exposure for fieldwork and very good staff
24. Best College Of Social Working
25. As the student wanted to study at NN



26. We were in search of an Institute for BSW as our daughter decided to go for a BSW course, we were new to Mumbai, and we came to know through our friends about it, and select it for my daughter
27. Wanted to get a professional degree in social work and one of the best colleges to take a professional degree in social work
28. Very renowned college for Social work and has great faculty.
29. For the right stream, to meet the purpose of the ward's desired educational need.
30. For Personal Development and a career in Social Work
31. Nirmala Niketan College of social work trains good social work practice fieldwork which gives a strong foundation to the students to function independently.
32. The institution is well-reputed for providing good theoretical knowledge and practical skills for students interested in social work to help them practice and get to have hands-on experience and exposure to various social work settings. So, we thought it would be a good college for our ward when he informed us about his interest in pursuing social work.
33. A good place to learn
34. Theory and practical knowledge are given to students
35. More practical knowledge and the to a great extent teaching method



**Any other suggestions/comments:**

1. Everything is fine
2. The screen time during online classes can be reduced.
3. May you all be blessed by God so that the fire within you will enkindle the students to bring hope and cheer to our deprived citizens in the country. Long live NN Mumbai!
4. Good experience
5. There should be more options for electives.
6. Better placement services can be provided
7. Good college
8. The traveling amount should provide while going fieldwork or block placement. Regarding Students ST Scholarship, Institutions do not give verification in which they Miss both the scholastic year scholarship
9. Nothing it should be taken very safely
10. No suggestions as such. As every decision taken by the college was taken by Keeping students' Safety in mind
11. Can improve the library settings, add wifi so that students can study.
12. The alumni of NN must be engaged in ensuring exposure of the future students in the industry.
13. It was a good experience and exploration for my daughter for the last three years with Nirmala Niketan, we hope, she will exhibit and put into practice in her future venture what she learned and experienced from your Institute.
14. Best college, really appreciate all the faculty and staff and their efforts.
15. The college provides a very student-friendly and student-centric environment. A little guidance or career counselling can also be provided.
16. College and its discipline are quite good. even during lockdown, the online education was well organized and managed. Congratulations to every teacher and principal.
17. No. only the whole program was a bit hectic.
18. The college needs to reduce assignments of the students because they are not able to complete every work which is given by their every subject teacher and the chapters of research on time.



<b>AREAS IDENTIFIED FOR IMMEDIATE INTERVENTION</b>	<b>ACTION TAKEN</b>
Supportive Services for students during online classes	Ten minutes break between all classes. Classes were reduced to 50 minutes of lecture for online classes.
Parents Meeting	Parents' meetings were organized for students at the start of the academic year for parents of new entrants to discuss the new learning pedagogies and changes to the mode of the academic programme.
Job Placement Cell and Training	The Student Welfare Cell organized a series of sessions on Careers Abroad. The Job Placement Cell accepted all the feedback of the Alumni and has strived hard to contact organizations for placements much in advance, organized training sessions for the members, and conducted sessions with graduating students for membership to the Cell.
Support Services	Concerning Canteen, lab facilities and other supportive services the College are in the process of improving the canteen and lab facilities for students. The College organized a support group for students who lost their loved ones during the Covid 19 pandemic.
Fieldwork	Suggestions related to Fieldwork were communicated to the Fieldwork Committee for further action. Session on Integration of Theory and Practice has been integrated with the Field Induction Programme for new entrants.



# TEACHERS FEEDBACK SYLLABUS

2021-2022

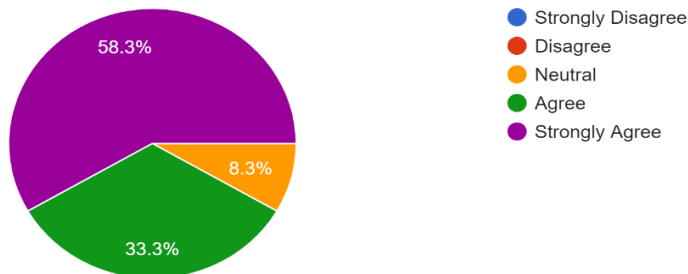
COLLEGE OF SOCIAL WORK, (AUTONOMOUS), NIRMALA NIKETAN



Number of responses: 12

### SYLLABUS FEEDBACK

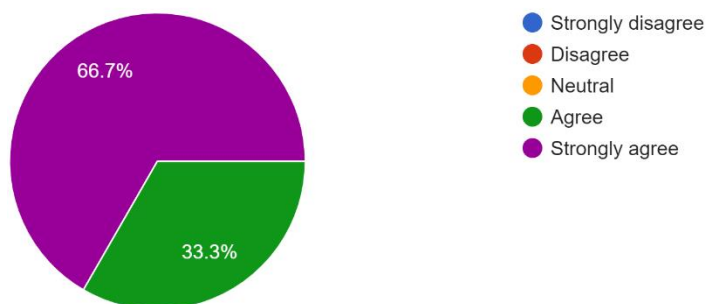
**The curriculum is based on the mission and vision of the Institute**



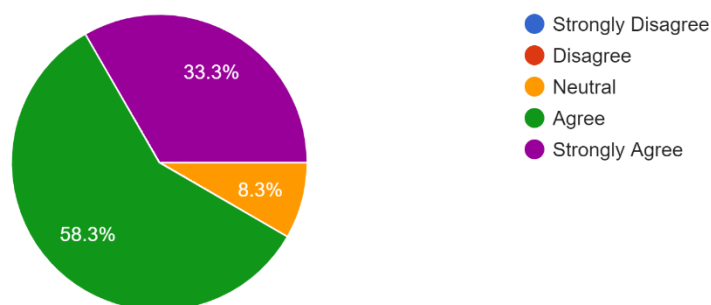
Most of the respondents (58.3%) said they strongly agreed that the curriculum is based on the vision and mission of the Institute.

**There is a provision to review and update the curriculum from time to time.**

All the respondents (100%) said they agreed that the curriculum is based on the vision and mission of the Institute.



**The curriculum focuses on outcome-based learning**

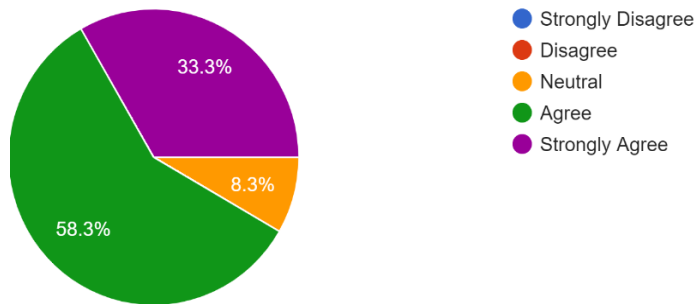


The majority of the respondents agreed (58.3%) and strongly agreed (33.3%) that the curriculum focused on outcome-based learning.



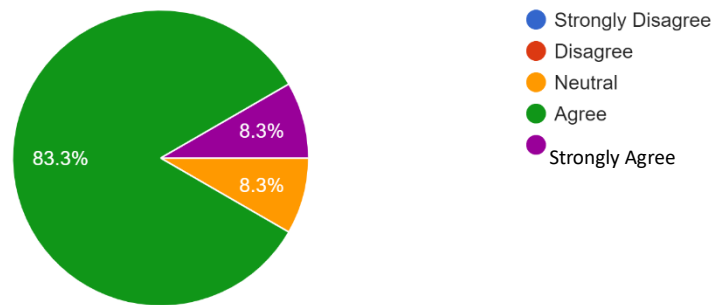


### The courses/syllabi taught have a good balance between theory and field linkages



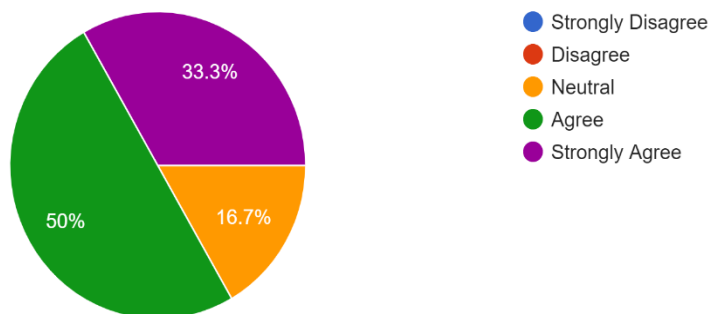
The majority of the respondents agreed (58.3%) and strongly agreed (33.3%) that the courses/syllabi taught have a good balance between theory and field linkages.

### There is a balance of courses offered across semesters



More than a majority of the respondents agreed (83.3%) that there is a balance between the courses offered across semesters.

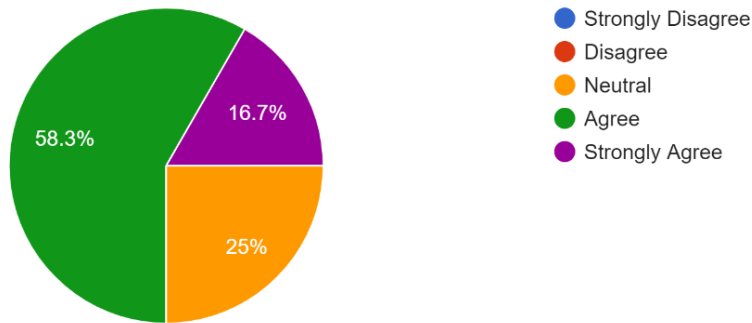
### The objectives and learning outcomes of the courses offered are well defined.



Most of the respondents agreed (50%) and strongly agreed (33.3%) that the objectives and learning outcomes of the courses offered are well defined.

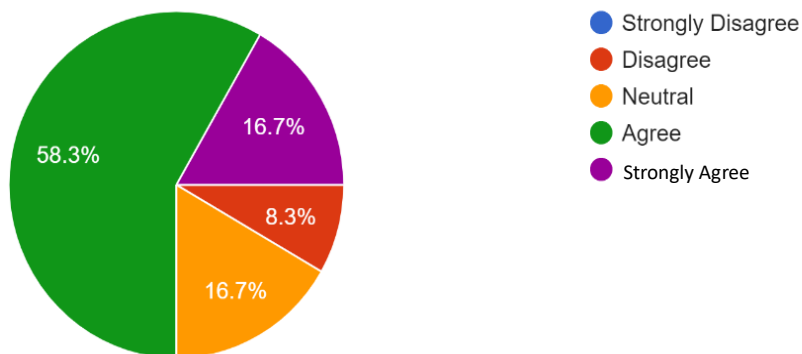


**There are various opportunities to upgrade skills to enhance learning.**



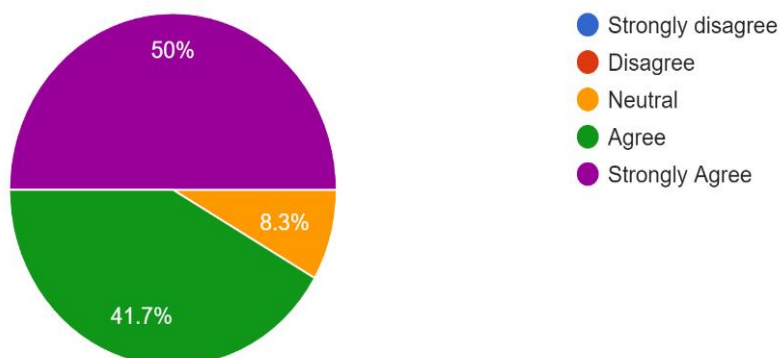
Many respondents (58.3 %) agreed and strongly agreed (16.7%) that there are various opportunities to upgrade skills to enhance learning.

**The books/journals etc. prescribed/listed as reference materials are relevant, updated, and easily available.**



While more than half of the respondents (58.3%) agreed and some strongly agreed (16.7%) that the books/journals, etc. prescribed/listed as reference materials are relevant, updated, and easily available, two respondents remained neutral and one respondent said that they disagreed.

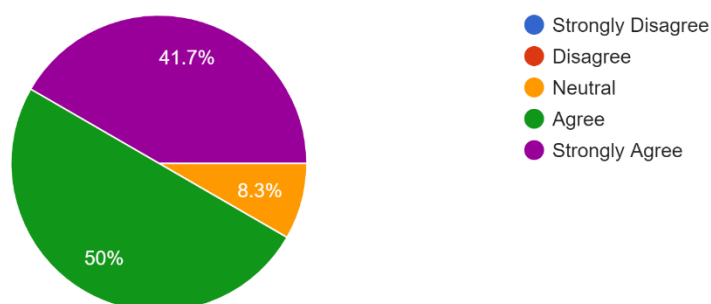
**There is ample scope to adopt new and creative teaching pedagogies and assessment techniques.**





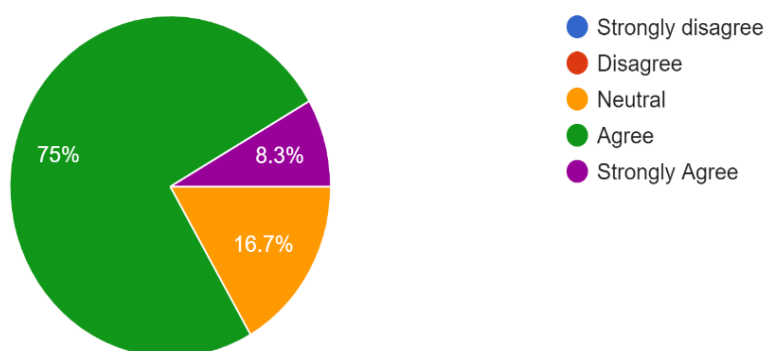
Half of the respondents strongly agreed (50%) and many agreed (41.7%) that there was ample scope to adopt new and creative teaching pedagogies and assessment techniques.

**The review of the curriculum is done at necessary intervals.**



Half of the respondents agreed (50%) and many strongly agreed (41.7%) that the review of the curriculum was done at regular intervals.

**The curriculum caters to the various learning needs of students**



While many respondents agreed (75%) that the curriculum caters to the various learning needs of students, 16.7 percent gave a neutral response.

**Any suggestions for improvement. (7 responses)**

1. IQAC needs to organize sessions on pedagogy
2. The content for a 2 credit is too heavy in terms of managing the time to complete it as well as students coping capacity within the given time. Few 2 credit subjects are as heavy as a 4 credit subject. That is because they were converted from 4 to 2. When we review these it is important to keep a track of whether these subjects were converted in terms of content or only the credits have got changed.
3. The references for the curriculum could be updated to include contemporary sources.
4. Teachers should try and create learning patterns for students in need.



5. Need to add more on international perspectives to develop global issues and interventions for broader understanding 2. Alumni, field practitioners, and fresh students' critical views need to be invited to consider the contents.

### **ACTION TAKEN REPORT**

1. A workshop as part of Faculty Development Programme was organized by the IQAC on UGC Framework outcome based curriculum and assessment patterns.
2. The feedback of the teachers will be integrated with the next cycle of Syllabus Review.
3. Representatives from all stakeholders will be invited for the review proves.
4. Support Classes have been organized for students in need under RUSA



# ALUMNI FEEDBACK 2020-2021

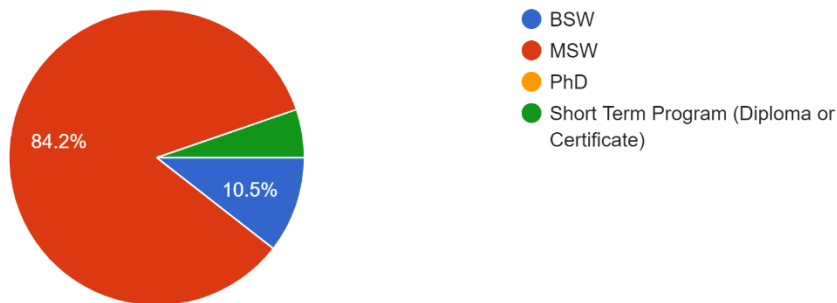
COLLEGE OF SOCIAL WORK (AUTONOMOUS), NIRMALA NIKETAN



**Number of responses: 19**

## **PROFILE**

### **Programme course completed with the College of Social Work**



Most respondents (84.2%, n=19) were students who completed their Master of Social Work from the College.

### **Educational programme pursued after graduation/post-graduation in Social Work**

Of the 15 respondents who answered this question one each had pursued Advanced Research Methodology Course, LLB, Counselling and Master's in Counselling, MBA Social Entrepreneurship, PGPDm, and 4 respondents had pursued Master of Social Work. Three respondents of the 15 respondents said they had not pursued any educational programmes.

### **National Examinations**

Only one respondent each claimed to have completed the NET/SET examination and 1 MPSC.

### **Year Of Graduation**

Most of the respondents has graduated in 2020 (42.1%, n=19) and some 2021 (15.8%, n=19).

### **Designation**

Respondents were employed under various designations: Social Work Coordinator; Head of Operations, Program Executive; Founder/President; Project coordinator; Program Supervisor; Administrative secondment; Project Coordinator; Program Associate; Counsellor; Program Specialist- Training and Counselling; Junior Officer - Monitoring and Evaluation; Program



Coordinator; Associate Trainer; Training Manager; Teaching-Learning and Support Services.

Three respondents were not employed.

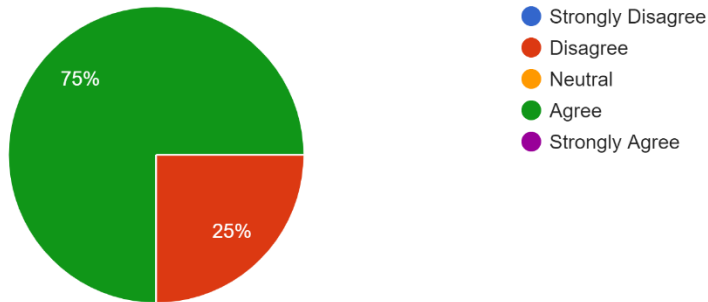
## FEEDBACK

Perception of respondents on Teaching Learning and Supportive services.	Poor -0		Average-1		Good-2		Very Good-3		Excellent-4	
	f	%	f	%	f	%	f	%	f	%
Courses offered concerning current job/occupation					2	10.5	12	63.2	5	26.3%
Infrastructure					3	15.8%	9	47.4%	7	36.8%
Faculty					3	15.8%	7	36.8%	9	47.4%
Lab Facilities			1	5.3%	5	26.3%	8	42.1%	5	26.3%
Canteen Facilities	1	5.3%	3	15.8%	5	26.3%	7	36.8%	3	15.8%
Library					3	15.8%	6	31.6%	10	52.6%
Sports and Cultural Activities			2	10.5%	6	31.6%	8	42.1%	3	15.8%
Office Staff (Seeking Certificates/Testimonials)					4	21.2%	10	52.6%	5	26.3%
Educational Resources					3	15.8%	7	36.8%	9	47.4%
Admission Procedure					2	10.5%	8	42.1%	9	47.4%
Fee Structure			1	5.3%	3	15.8%	6	31.6%	9	47.4%
Classroom			1	5.3%	1	5.3%	13	68.4%	4	21.2%
Counselling Services			3	15.8%	10	52.6%	4	21.2%	2	10.5%
Training and Job Placement Services	2	10.5%	5	26.3%	9	47.4%	2	10.5%	1	5.3%
Hostel Facilities (12 responses)	2	16.7%	2	16.7%	3	25%	2	16.2%	3	25.5%
The learning experience in terms of relevance to real-life application			1	5.3%	2	10.5%	7	36.8%	9	47.4%
The social environment in terms of diversity and inclusiveness	1	5.3%			4	21.2%	2	10.5%	12	63.2%
Internships/Block Placement and Camps	1	5.3%	1	5.3%	1	5.3%	6	31.6%	10	52.6%
Fieldwork			2	10.5%	2	10.5%	4	21.2%	11	57.9%
Overall Rating of the College					2	10.5%	6	31.6%	11	57.9%



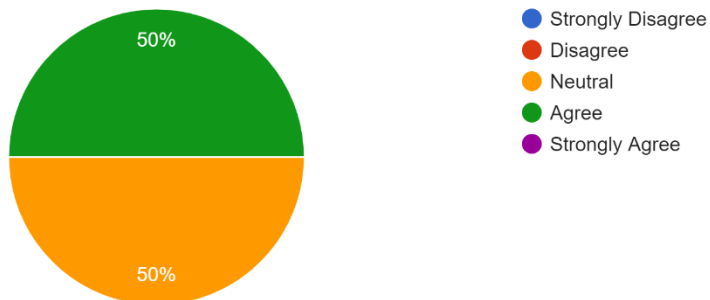
## SYLLABUS FEEDBACK

### The curriculum reflects the mission and vision of the Institute



The majority of the respondents agreed (75%) that the curriculum reflects the vision and the mission of the Institute.

### The curriculum provides a systematic and coherent understanding of the field of social work, its different learning areas and applications, and its linkages with related disciplinary areas/subjects.

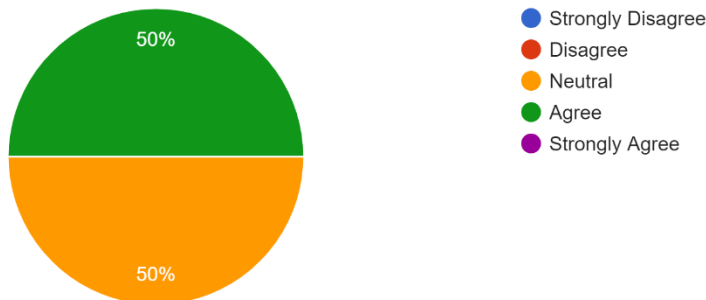


Half of the respondents (50 %) agreed that curriculum provides a systematic and coherent understanding of the field of social work, its different learning areas and applications, and its linkages with related disciplinary areas/subjects, while half of the respondents remained neutral.



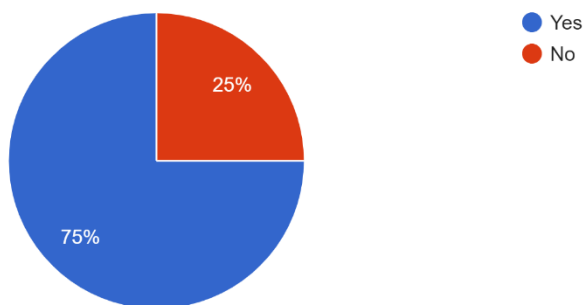


### Curriculum meets prerequisites and basic knowledge, skills, and attitudes required for a career in Social Work.



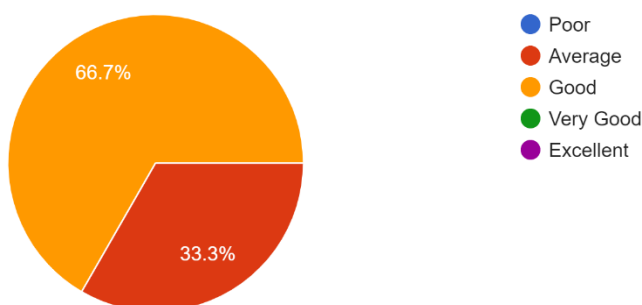
Half of the respondents (50 % each) agreed that curriculum provides a systematic and coherent understanding of the field of social work, its different learning areas and applications, and its linkages with related disciplinary areas/subjects, while half of the respondents remained neutral.

### The contents of the Syllabus were revised at regular intervals.



Most of the respondents (75%) said that the contents of the Syllabus were revised at regular intervals.

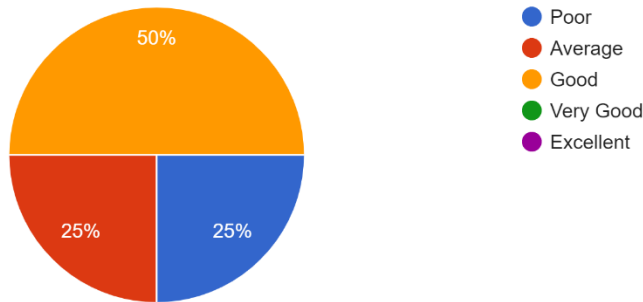
### Relevance of the syllabus to your job



Most of the respondents shared that the syllabus was relevant to their job while some said the relevance of the syllabus to their job was average.



### Academic initiatives are taken by the College to bridge the gap between industry and academia



There was a mixed response among the respondents to this question. While 50 percent of the respondents felt that the Academic initiatives taken by the College to bridge the gap between industry and academia was good, 25 percent also felt it was average or poor.

### Suggestions For Curriculum Improvement

1. More focus should be highlighted on preparing students who will sustain themselves in current industry environments.
2. Students should be assisted with placement facilities.
3. Theory - Practical linkage sort of things should be improved and advanced more.
4. More exposure to different types and settings of organizations should be given to students during the tenure of their degree program.
5. Along with educational programs, skill development and sector-specific professional skill development workshops should be organized.
6. Rather than focusing just on pen-paper-based assignments, experiential learning assignments should be introduced for better learning outcomes.

### Mention at least three areas from your experience with the College that has benefited you personally and professionally

1. The college environment supports a lot of development personally and professionally.
2. I also got financial support from the college which is important to point out that in my difficult situation the college give me a helping hand to overcome challenges. 2. Also provide proper guidance when needed because as a rural background student I felt low to compete with other students but all teaching and non-teaching staff were supportive of every face of a hard time



2. Fieldwork, guidance from the faculties, additional relief work
3. Time management, punctuality in Deadlines, and analysis of the situation to respond to.
4. The college education system is very good and helpful for my future.
5. Like-minded people, Guidance, and Support
6. I got admission to NN this is my turning point. I have learned many things here, respect, gratitude, and feeling proud...
7. Quite supportive staff
8. Faculty, fieldwork, library
9. Fieldwork, diversity of subjects, guest faculty sharing real-life scenario
10. Fieldwork, quality faculty, and inclusive culture
11. Interactive classroom activities Fieldwork Cultural programmes
12. Diversity of students, Fieldwork, Curriculum of the course.
13. Community Organisation learned under Dr. Vaijayanta Anand, Research Methodology by Anita Panot Ma'am and Dr. Saman Afroz, and the values of honesty towards our profession, high professionalism, and commitment to the betterment of the communities and overall holistic development which our college imbibes in every one of us.
14. It helps me improve my level of confidence, my professional skills, and my abilities to identify the issue and solve it college help me develop my perspective
15. Research skills, networking, leadership opportunities

### **Suggestions for enhancing the quality of the academic programme of the College**

1. Continue to support the students through financial, emotional, and professional.
2. The compulsion of English for exams and presentations in the classrooms.
3. There should be an equivalent number of field visits regardless of subjects. Often students of different subjects missed out on learning opportunities. Visits, seminars, and conferences should be open to all.
4. Our college has been given admission to poor background students and that is a very big thing for the students and I am a part of this...Please continue to empower students like me...I am very lucky that CSWNN has given me this opportunity.
5. Selection of Fieldwork as per the choice of the student, a certificate for fieldwork and block placement, shorter duration for fieldwork



6. Professors need to update their knowledge and publish articles integrating theory and practice
7. I surely believe and know that the college is really working to the best of its capacity in improving the academic program for the betterment of the students and I highly appreciate the college's efforts especially during this pandemic times as it was a great challenge for an educational institution to function smoothly and efficiently and our college did the best.
8. Yes, I feel that our college no doubt is best in terms of fieldwork and connecting ground experiences to theories, but also there should be a curriculum that also focuses on basic documentation skills, basic knowledge of how NGOs, other civil society organizations, and CSR work. We need to have at least a basic understanding of documenting project reports, and proposals. Also since we have a well-equipped computer lab, we can have short-term courses for different software which are used in our professional settings.
9. It will always be helpful to the students if the syllabus gets improve from time to time according to the current social and economic situations of the community, society, and country.
10. Ongoing learning opportunities for alumni

## **GRIEVANCE WITH THE COLLEGE**

### **Do you have any grievances with the College?**

All respondents shared that they did not have any grievances with the College.

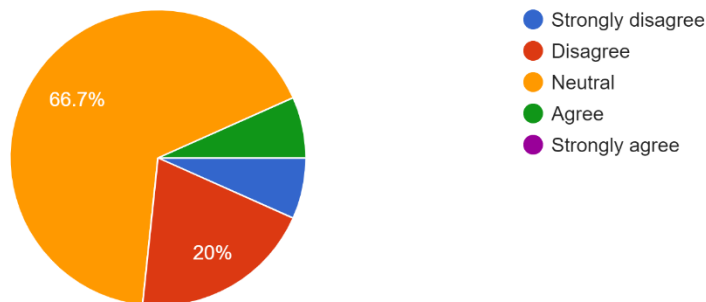
## **MEMBERSHIP: ALUMNI ASSOCIATION**

Only 7 respondents shared that they were members of the Alumni Association, and one respondent shared that information is needed on the process to become a member of the Alumni Association. One respondent shared that the respondent is part of the Alumni WhatsApp group.



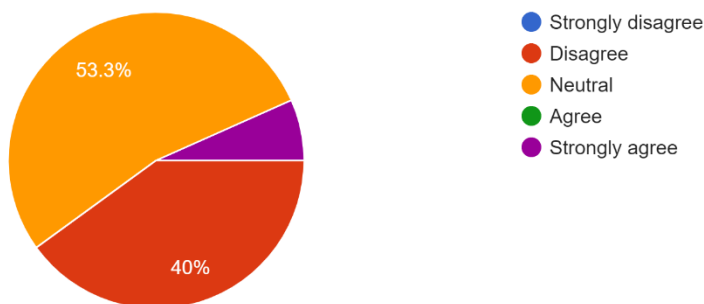
## TRAINING AND PLACEMENT

### Training and Placement Cell provided sufficient on-campus placement opportunities.



Most of the respondents remained neutral on this question. Only 2 respondents agreed and strongly agrees (1 each) that the Training and Placement Cell provided sufficient on-campus placement opportunities. Three respondents disagreed that the Training and Placement Cell provided sufficient on-campus placement opportunities.

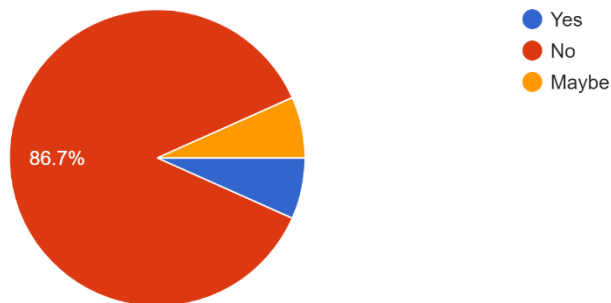
### Training and Placement Cell provided sufficient off-campus placement opportunities.



Many respondents (40 %) disagreed that the Training and Placement Cell provided sufficient on-campus placement opportunities and more than half of the respondents (53.3%) responded neutrally to this question.

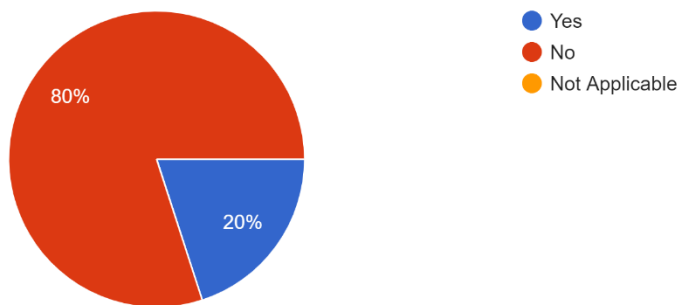


### Did you avail Career Counselling and Guidance for higher studies from the Placement Cell?



More than a majority of the respondents (86.7%) shared that they had not availed of Career Counselling and Guidance for higher studies from the Placement Cell.

### Have you taken up any jobs through the placement cell?



Only 3 respondents (20%) shared that they took up jobs through the placement cell.

### Suggestions/Comments

1. More companies with CSR opportunities, govt projects, and fellowships should be attracted for placement rather than focusing only on NGOs
2. Respect, Gratitude and Appreciate
3. Keep up the good work



## ACTION TAKEN REPORT

The Covid 19 pandemic and its aftermath on the educational system created many unforeseen challenges. The College embraced the challenges and tirelessly explored various initiatives with the support of various stakeholders to ensure continuing education. All the feedback from our alumni is valuable and has been integrated with the strategic plan for the next academic to the best of our ability in the context of the pandemic. Some of the initiatives are in progress.

<b>AREAS IDENTIFIED FOR IMMEDIATE INTERVENTION</b>	<b>ACTION TAKEN</b>
Engagement of Alumni	Refresher Courses were organized for alumni under RUSA Students' interaction with the alumni is organized at every Student Induction Programme. Alumni are part of our panel for Fieldwork External Assessment.
Revamping of the Alumni Association	The need for increased alumni engagement was discussed at various levels: IQAC, CDC of the College. As an outcome of the deliberations of IQAC members, it was decided that an Alumni Cell be established to be managed by the team of various stakeholders to guide the Alumni Association. A database of alumni needs to be created.
Job Placement Cell and Training	The Student Welfare Cell organized a series of sessions on Careers Abroad. The Job Placement Cell accepted all the feedback of the Alumni and has strived hard to contact organizations for placements much in advance, organized training sessions for the members, and conducted sessions with graduating students for membership to the Cell.
Support Services	Concerning Canteen, lab facilities and other supportive services the College are in the process of improving the canteen and lab facilities for students. The College organized a support group for students who lost their loved ones during the Covid 19 pandemic.
Fieldwork	Suggestions related to Fieldwork were communicated to the Fieldwork Committee for further action. Session on Integration of Theory and Practice has been integrated with the Field Induction Programme for new entrants.