STUDENT SATISFACTION SURVEY AND ACTION TAKEN REPORT

2020-2021
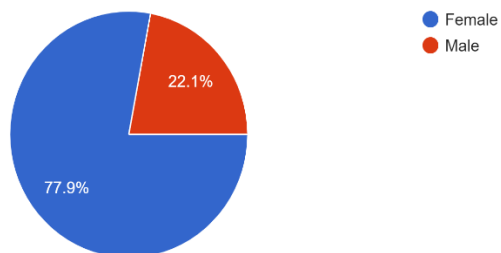
COLLEGE OF SOCIAL WORK (AUTONOMOUS), NIRMALA NIKETAN

Nuner of responses=68
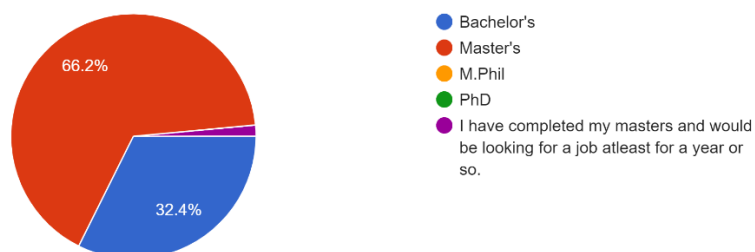
PROFILE OF RESPONDENTS
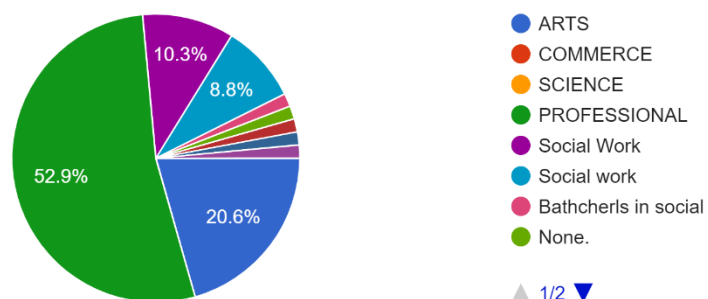
Gender

- Female
- Male

22.1%

77.9%

Most of the respondents were females (77.9%)

Degree pursued by respondents

- Bachelor's
- Master's
- M.Phil
- PhD
- I have completed my masters and would be looking for a job atleast for a year or so.

66.2%

32.4%

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

The subject currently being pursued by the respondents

- ARTS
- COMMERCE
- SCIENCE
- PROFESSIONAL
- Social Work
- Social work
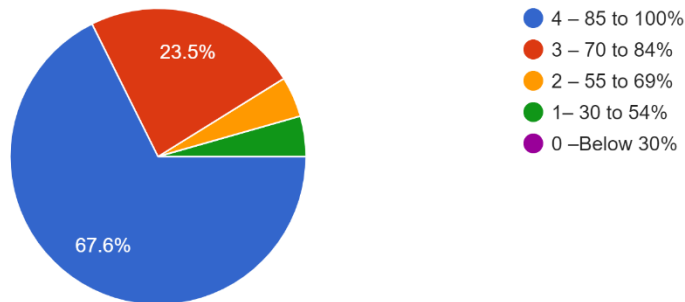- Bathcherls in social
- None.

△ 1/2 ▼

10.3%
8.8%
52.9%
20.6%

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

OVERALL FEEDBACK ON THE TEACHING PROCESS

Syllabus covered in class

Legend:
- 4 – 85 to 100%
- 3 – 70 to 84%
- 2 – 55 to 69%
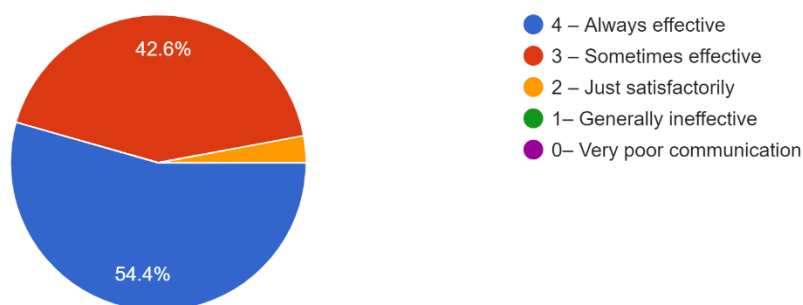- 1– 30 to 54%
- 0 –Below 30%

23.5%
67.6%

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

Legend:
- 4 –Thoroughly
- 3 – Satisfactorily
- 2 – Poorly
- 1 – Indifferently
- 0 – Won't teach at all

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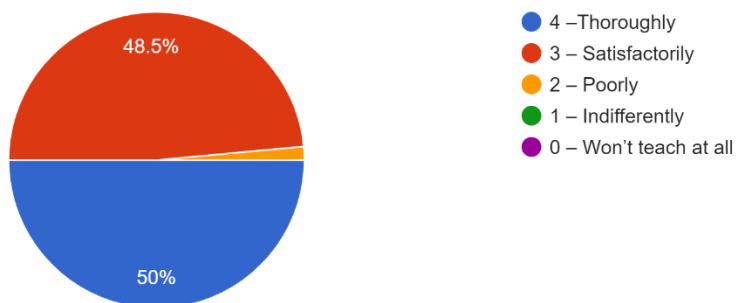
An almost equal number of respondents shared that the Teacher's preparation for classes was Thorough (50%) or Satisfactorily (48.5%).

Teachers' ability to communicate.

Legend:
- 4 – Always effective
- 3 – Sometimes effective
- 2 – Just satisfactorily
- 1– Generally ineffective
- 0– Very poor communication

42.6%
54.4%

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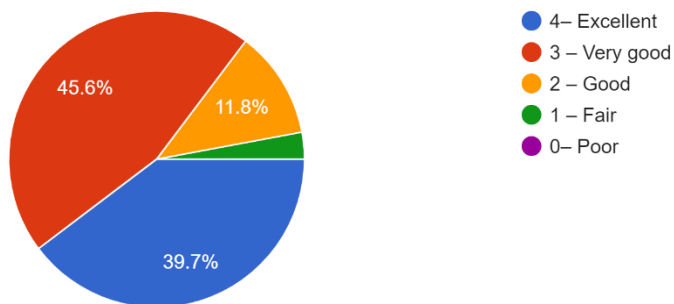
Many students described the teacher's approach to teaching as Very Good (45.6%) and excellent (39.7%).

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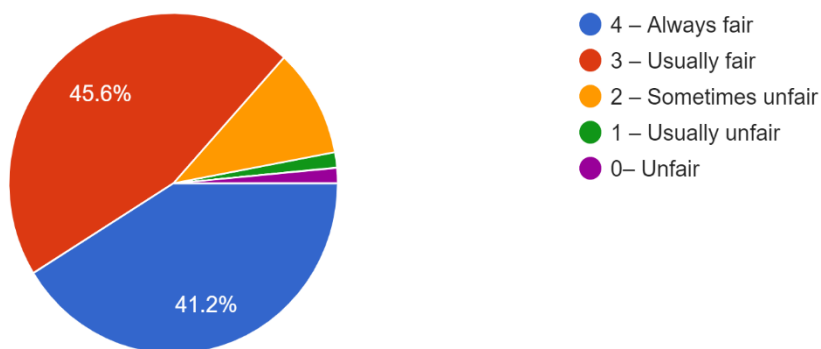
An almost equal number of respondents shared that the internal evaluation process was always fair (41.2 %) or usually fair (45.6 %)

**Discussion about the performance in the assignments**
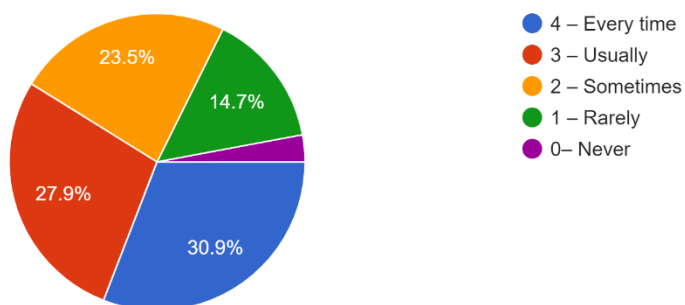
It was found that the performance of assignments was not uniformly discussed with the respondents. Of the 68 respondents, 40 .9 percent shared that the performance of assignments

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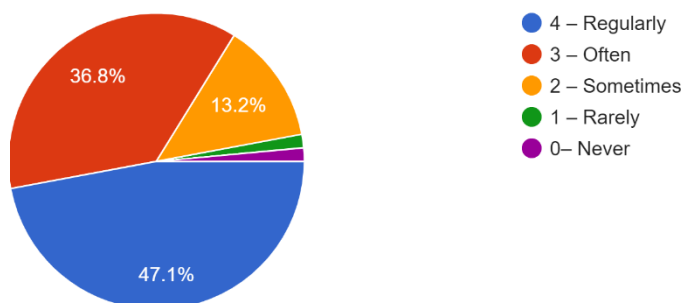
Most of the respondents shared that the Institute takes interest in promoting internships, student exchange, field visits, and opportunities for students regularly (47.1%) or often (36.8%).

The teaching and mentoring process in the institution facilitates cognitive, social, and emotional growth.
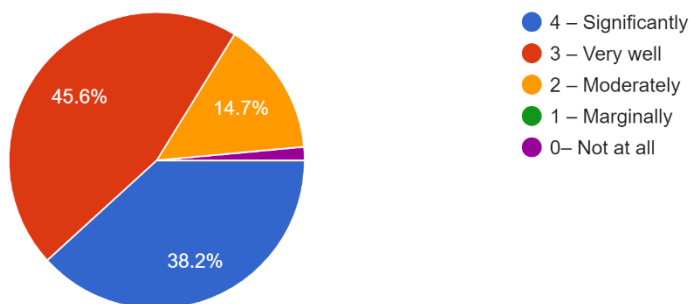
Of the 68 respondents, many shared that the teaching and mentoring process in the institution very well (45.6%) facilitates cognitive, social, and emotional growth; 38.25 percent shared that teaching and mentoring process in the institution significantly facilitated cognitive, social, and emotional growth 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.
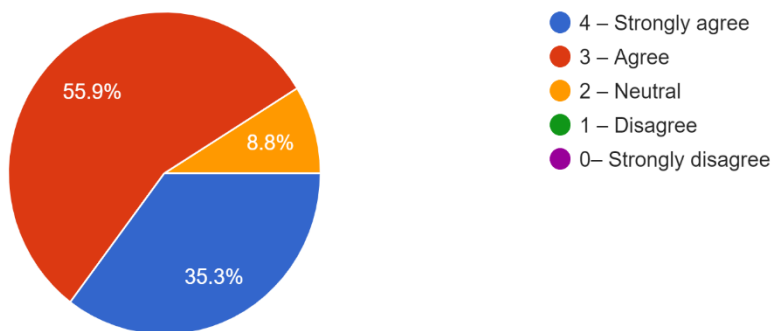
Most of the respondents agreed that the institution provides multiple opportunities to learn and grow (91%)

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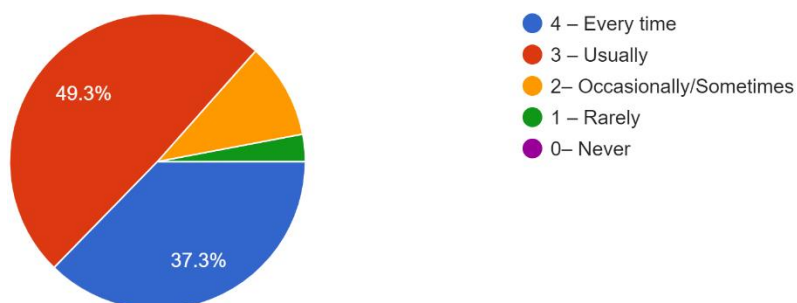
Almost half of the respondents (49 %) shared that the teachers usually inform about expected competencies, course outcomes, and programme outcomes., while 37.3 percent shared that it was done every time. Few respondents (11.9%) shared that it was done occasionally or sometimes.

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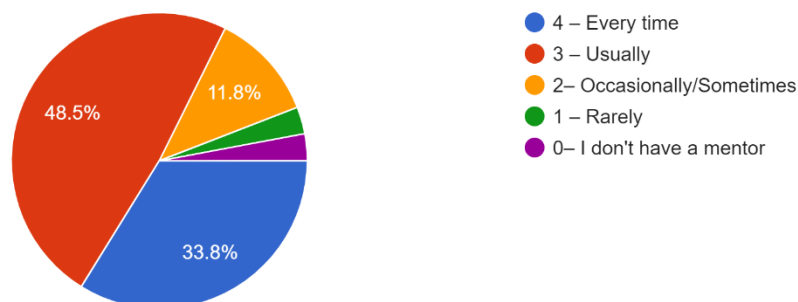
Almost half of the respondents (48.5 %) shared that the mentor usually does necessary follow-up with the task assigned, while 33.8 percent shared that it was done every time. Few respondents (11.8%) shared that it was done occasionally or sometimes.
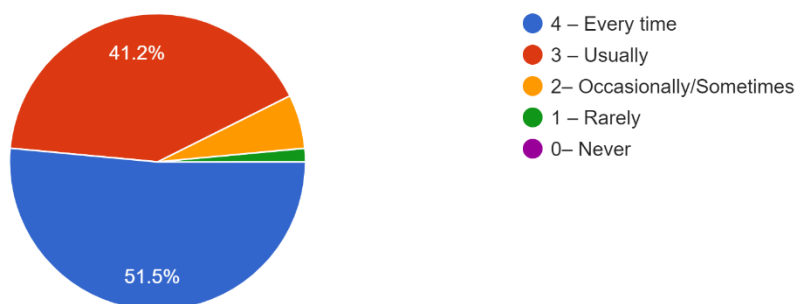
The teachers illustrate the concepts through examples and applications.

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.
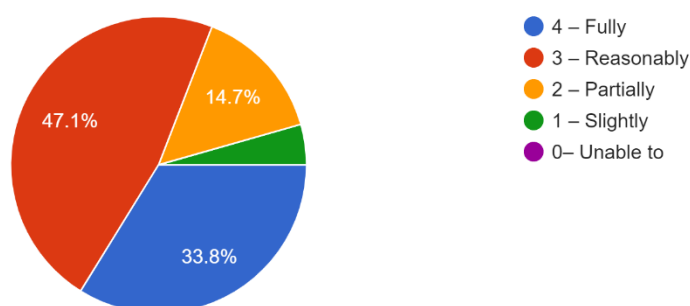
Nearly half of the respondents (47.1 %) shared that the teachers fully identify the strengths of the students and encourage them by providing the right level of challenges, and 33.8 percent shared that the teachers reasonably identify the strengths of the students and encourage them providing the right 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.
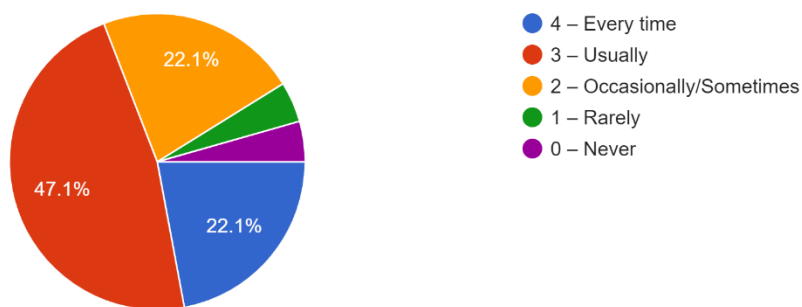
Nearly half of the respondents (47.1 %) shared that the teachers can usually identify the weakness of the student and help them overcome the weakness, 22.1 percent shared that teachers can every time identify the weakness of the student and help them overcome the weakness, while 22.1 percent shared that 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.
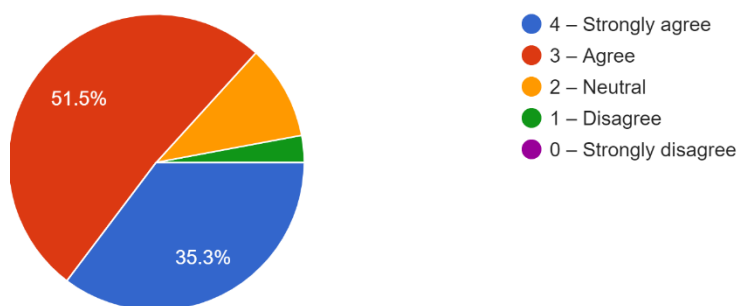
It was found that an overwhelming majority of students (86.8%) agreed that the institution makes efforts to engage students in the monitoring, review, and continuous quality improvement of the teaching-learning process.

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

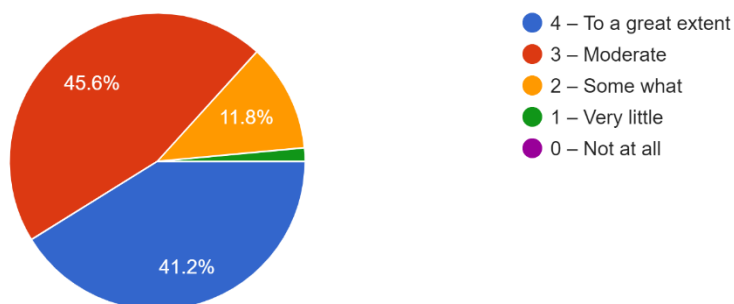Respondents shared that the institution /teachers moderately (45.8%) use student-centric methods such as experiential learning/participative learning and problem-solving methodologies for enhancing learning experiences. Many respondents shared that the institution /teachers us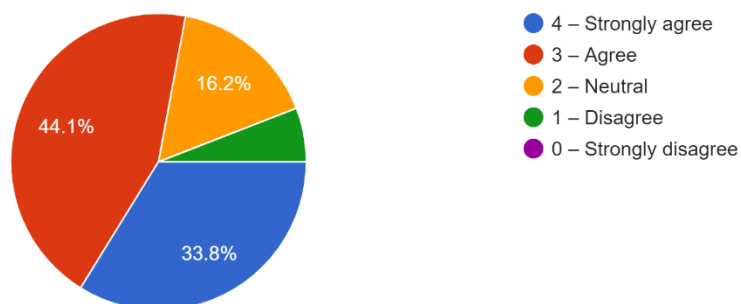e student-centric methods such as experiential learning/participative learning and problem-solving methodologies for enhancing learning experiences to a great extent (41.2%).

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.
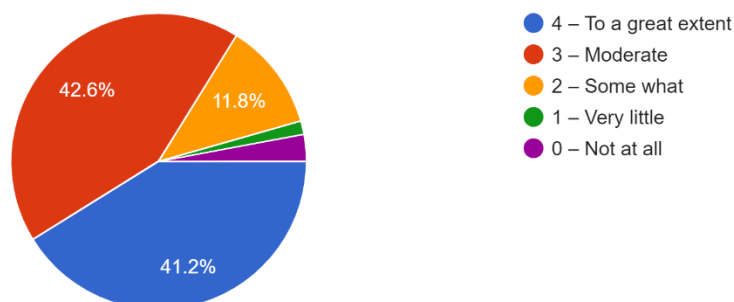
An almost equal number of respondents shared that the Institute/teachers made efforts to inculcate soft skills, and employability skills to make students ready for the world of work moderately (42.8 %) or to a great extent (41.2%). Few respondents (11.8%) shared that the institute/teachers somewhat made 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.
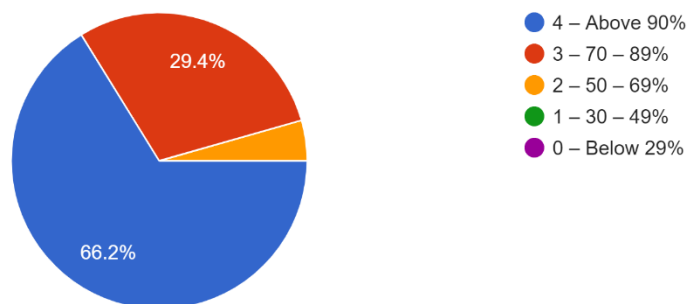
More than a majority of the respondents (66.2%) shared that above 90 percent of the teachers use ICT tools such as LCD projectors, multimedia, etc while teaching, 29.4 percent said 70-89 percent of teachers use ICT tools such as LCD projector, multimedia, etc while teaching, while 4.4 percent shared 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.
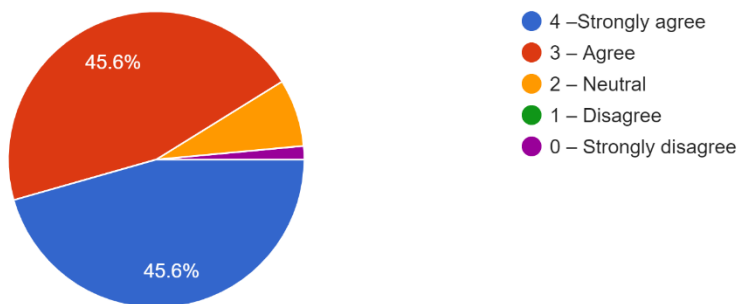
An equal number of respondents each (45.6 percent) strongly agreed or agreed that the overall quality of the teaching-learning process in the Institute is very good.

FEEDBACK ON CURRICULUM/SYLLABUS: 42 responses

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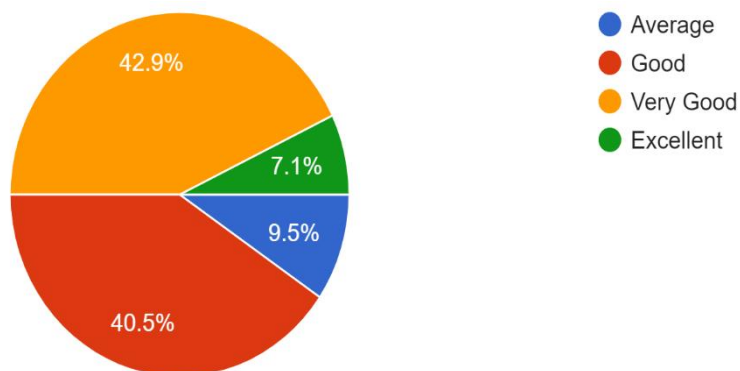
Most of the respondents shared that the sequencing of the subjects across the subjects was either very good (42.9 %) or good (40.5 %). Few respondents said it was excellent (7.1 %) or average (9.5%).

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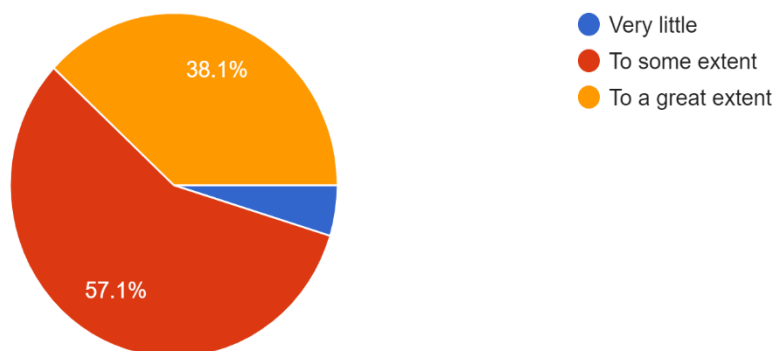
Most of the respondents shared that the relevant reading material was available for the course subjects to some extent (57.1 %) or a great extent (38.1 %).

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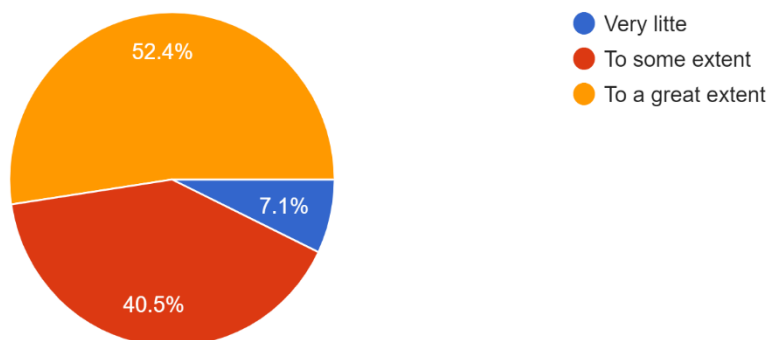
Half of the respondents (52.4%) shared that the course content provided theoretical linkages in the field practicum to a great extent, while 40.5 percent, shared the course content provided theoretical linkages in the field practicum to some extent.

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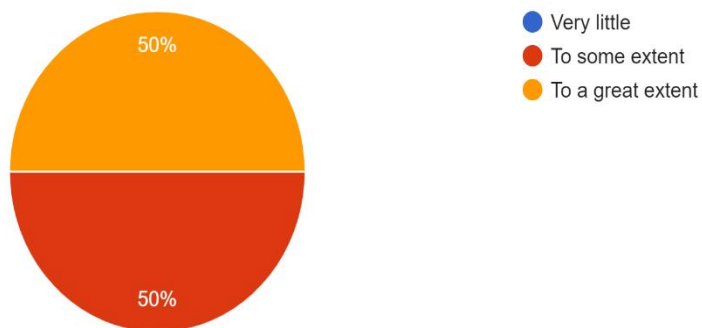
An equal number of respondents each (50 %) shared that the course meets various learning needs of the students to a great extent or some extent.

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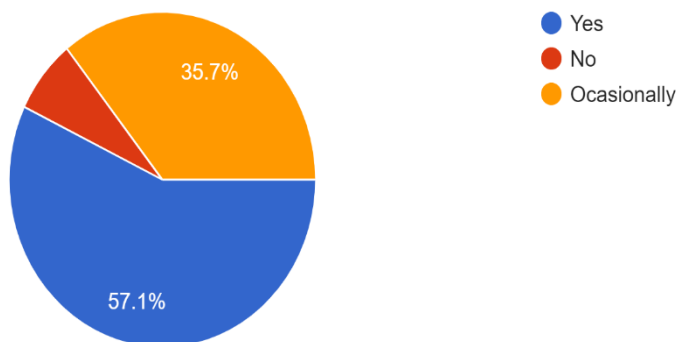
A majority of the respondents (57.1 %) stated that there was scope for feedback on curriculum, while 35.7 percent shared that there was scope for feedback on curriculum occasionally.

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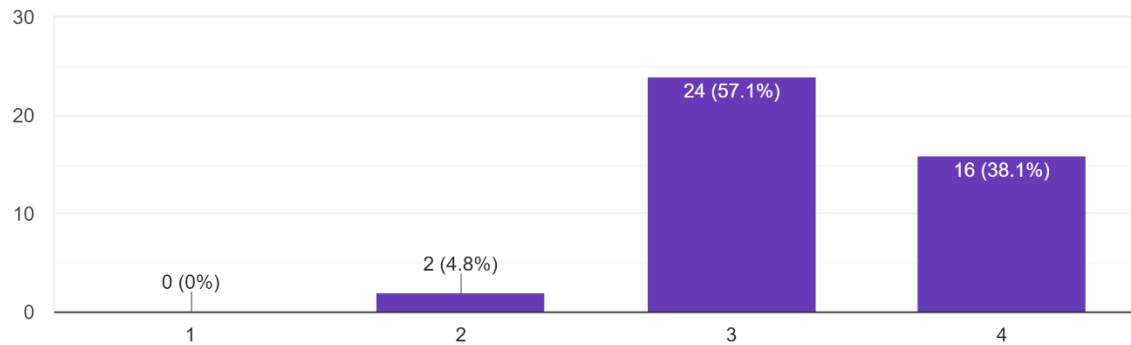
Most of the respondents (57.1 %) shared that the practical application of the course was good while 38.1 percent shared that it was very good.

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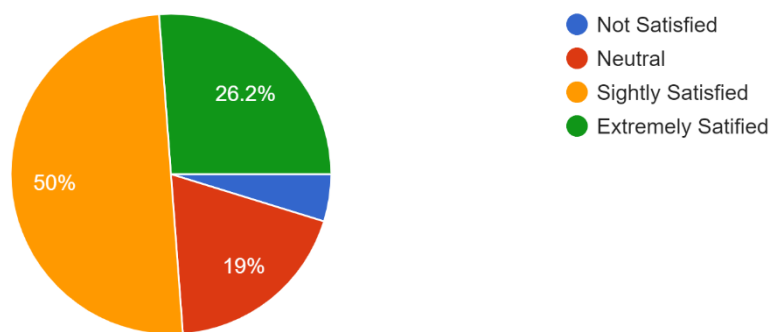
Only 50 percent of the respondents shared that they were slightly satisfied with the curriculum design as per the employability requirement.

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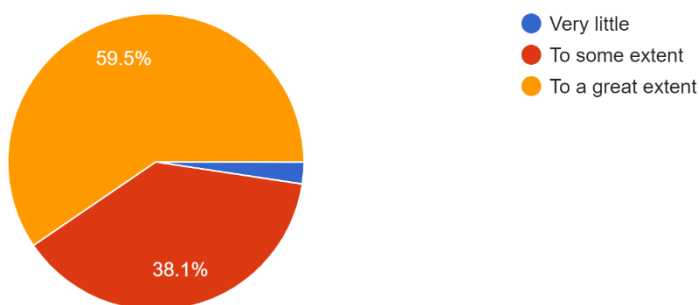
Many respondents (59.9 %) shared that the curriculum reflects the vision and mission of the Institute to a great extent.

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 Maharashtrian 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
Teaching, Learning, and Assessment	Feedback was disseminated to all teachers through sharing of the document on the official website of the College. Feedback is given to teachers during Performance Appraisal on ✓ Compulsory feedback on assignments ✓ Discussion of students' performance in Continuous Internal Assessment ✓ Completing portion on time by balancing syllabus ✓ Question Paper to not include application questions (also emphasized during FDP April 2021) ✓ Reference note/synopsis of class to be provided. ✓ Use of Audio-Visual Aids, participative pedagogies for enhancing interest and student engagement. ✓ Field visits for subjects to enhance learning specifically community organization. ✓ Proper Management of syllabus as per the credits assigned ✓ One-on-one feedback to students regarding their performance and area of improvement. ✓ Mid-semester evaluation by course teachers Remedial classes/Support Classes started across classes to meet the needs of students with difficulties sponsored by RUSA 2.0 Subject-based workshops/Value Added Courses initiated through RUSA sponsorship for complementing the curriculum and meeting students' needs. National Level Students Conference for BSW III and MSW II to enhance leadership skills, peer learning, and engagement of students in March 2022. Pining short articles, and creative and informative news cut out on pinboards in the college have been initiated across classes.
Syllabus	Feedback on Syllabus will be presented to the Expert Committee in the next syllabus review cycle ✓ Gender Studies to be renamed as Women Studies ✓ Fieldwork Supervision subject to be made compulsory and introduced in the term I ✓ Specialization in Final Year ✓ NMPO in the third sem Final Year and before Job Placements begin ✓ Social Work Administration at the beginning of BSW sem 1 and MSW Sem 1.

AREAS IDENTIFIED FOR IMMEDIATE INTERVENTION BASED ON THE SSS REPORT	ACTION TAKEN
Fieldwork	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
Student Support Services	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.
Job Placements	Job Placement Cell revamped focusing on students engagement and early placements.
Examinations	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.