



MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous Institution Affiliated to the University of Madras)

32, Casa Major Road, Egmore, Chennai 600008
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Dr. S. RAJA SAMUEL, M.A., Ph.D.

Principal

This is to certify that the **Structured Feedback System** of the institution comprises of the following stakeholder

1. Students
2. Parents
3. Alumni
4. Employers

And feedback is collected, analysed and action taken report made available on website for academic year 2020-2021.

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.,
Principal
Madras School of Social Work (Autonomous)
No. 32, Casa Major Road,
Egmore, Chennai - 600 008.



MADRAS SCHOOL OF SOCIAL WORK

32, Casa Major Road, Egmore, Chennai – 08, Tamil Nadu State

An autonomous institution affiliated to the University of
Madras

(Accredited by NAAC with 'A' grade in 2016)



STAKEHOLDERS FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

2020-2021



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STRUCTURED STAKEHOLDERS' FEEDBACK, ANALYSIS AND ACTION TAKEN REPORT FOR THE YEAR 2020-2021

The College has an effective mechanism to seek feedback from different stakeholders like students, teachers, employer and alumni. The feedback received is analyzed and action is taken to improve the teaching learning processes and experience of the stakeholders.



STUDENT FEEDBACK

The college is using the Students' feedback as a base to make improvements in the existing system after reviewing and analyzing it carefully. The student's feedback questionnaire is attributing quantitative and qualitative answers, focused on the curriculum, quality of the in-course content, views about theory/practical knowledge and Employability nature. The survey is opened to the students every year at the end of each term to express their feedback/suggestions on the scheme, teaching-learning, and co-curricular activities, later on, this feedback was analyzed and shared with the concerned department. The appropriate suggestions are put forward to the academic council for implementation. Based on the feedback, valuable changes are recommended by the BOS to revise/shift the content of the course after obtaining formal approval from the academic council of the university.

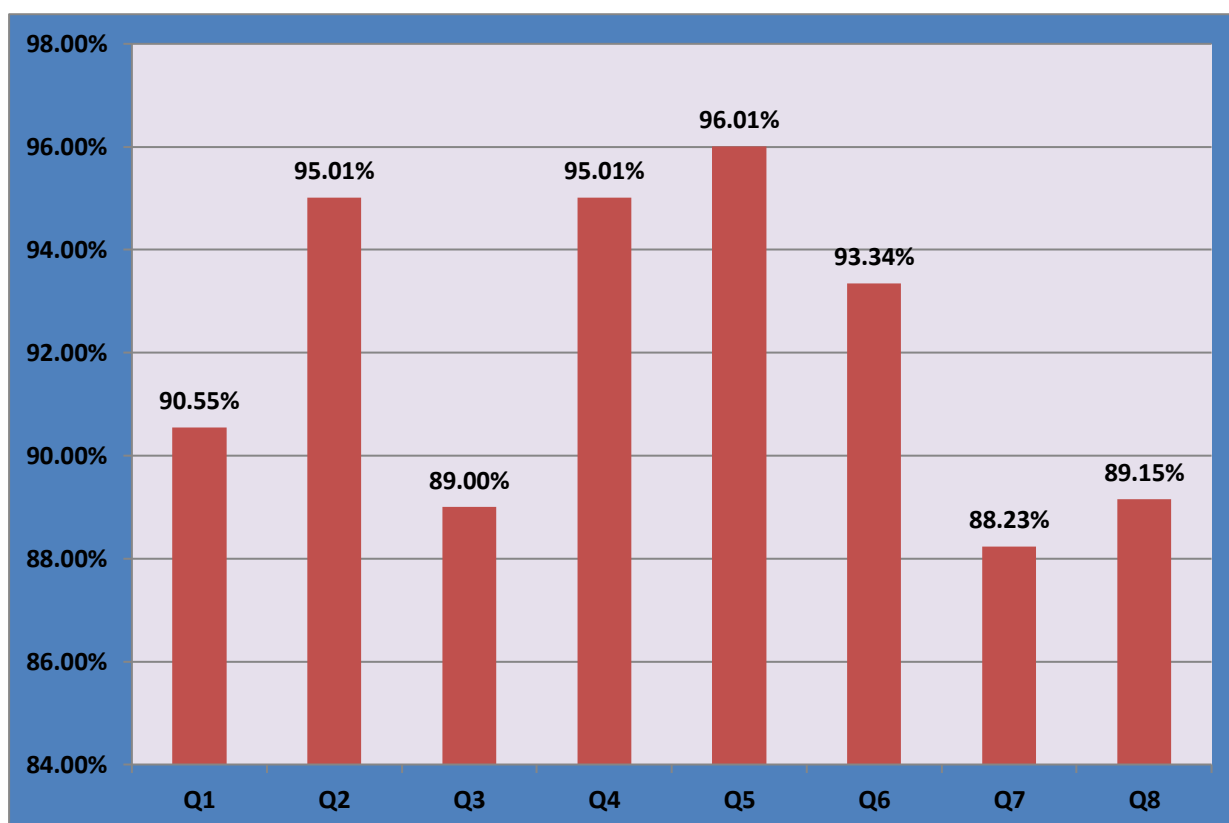
The college has offers 7 PG programs and 2 UG programmes. The feedback of the student given below for all the programmes for the year 2020 - 2021. Majority 90 - 95 percent of the respondents strongly agreed for the statement given in the structured students' feedback and additional suggestions also given by the students and made necessary action in the course correction.

later on, this feedback was analyzed and shared with the concerned department. The appropriate suggestions are put forward to the academic council for implementation. Based on the feedback, valuable changes are recommended by the BOS to revise/shift the content of the course after obtaining formal approval from the academic council of the university.

| STUDENTS'S FEEDBACK FORM | | | | | | |
|--------------------------|--|--------|---|---|----|---|
| Q.NO | Description | Rating | | | | |
| | | SA | D | N | SD | D |
| 1 | The curriculum is up to date. | | | | | |
| 2 | The curriculum is well structured. | | | | | |
| 3 | The curriculum offers adequate overview of local, regional, national and international issues. | | | | | |
| 4 | Courses offer an in-depth exposure to the subject. | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| 5 | The curriculum offers opportunities for self-learning | | | | | |
| 6 | The curriculum is useful for skill development. (Analytical problem solving / Critical thinking / Innovative skills) | | | | | |
| 7 | The curriculum is adequate from the point of Employability | | | | | |
| 8 | The curriculum helps in bridging the gap between Academia and other fields especially in co-curricular and extra-curricular activities. | | | | | |

The analysis for the students' Feedback



Observation:

The feedback report ranged between 90- 93for MSW, MAHRM, MA HR &OD Programmes. Most of the participants of the survey were satisfied with the program scheme. It has shown that continuous improvement in the scheme has shown positive feedback by the students. They are satisfied with allocated courses to them for teaching, activities

conducted in the form of guest lectures and workshops, etc. during the session 2020-21.

The participant stakeholders felt adequately satisfied with the department's approach and course structure pertaining to the factors and indicators discussed in the feedback analysis. Prominent areas like skill development, employability opportunities and academic activities, course structure and depth of the concepts handled in subjects has brought about satisfactory results from the department's course schemes, plans & strategies. A small percentage of expectation for further enhancement that was put forward in a futuristic perspective has been included and carried in the curriculum in various ways.

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ACTION TAKEN REPORT FOR STUDENTS FEEDBACK

| S.NO | FEEDBACK | ACTION TAKEN |
|------|---|--|
| 1 | Students suggested to conduct certificate course programme on social work therapies | The department has organised certificate programme of social work therapies |
| 2 | Smart class room programme may be more effective. | Teachers were encouraged to adopt smart class rooms |
| 3 | Students expressed difficulty with comprehending concepts of the paper Cognitive Psychology | Board members approved the removal of Cognitive Psychology from the syllabus. |
| 4 | Recommended learning outcome for all the courses. | Course learning outcome was written according to Bloom taxonomy for all courses. |
| 5 | Gerontology term was recommended into geriatric psychology paper. | Paper title was renamed as geriatric psychology |


| | | |
|----|--|---|
| 6 | Industry, Job based skills can be honed more through Industry experts | Soft skills topics were revamped accordingly, Guest lectures ,seminars and short discussions and dialogues were included as part of the curriculum structure to meet this to a large extent. |
| 7 | Addition of topics in Workplace Counselling. | Concepts of Preventive and Proactive Counselling in the paper “Workplace Counselling” |
| 8 | Students suggested a nomenclature change from “Development Management” to “Development Studies” for wider opportunities. | The proposal for nomenclature change was presented to Board of Studies and got approval. The department is in the process of changing the syllabus to meet the basic requirement suggested by the university nominee. |
| 9 | Inclusion of activities | Incorporated |
| 10 | Digital Marketing | This point will be considered during the syllabus revision discussion for next academic year |
| 11 | Current updates in Accounting and Finance | -do- |
| 12 | Restructuring the order of the courses to set-up enterprises and enable better practice of theories infield practice. | -do- |
| 13 | More Field Work and practical Exposure | -do- |
| 14 | Social Audit and impact measurement | -do- |
| 15 | Optional Electives | -do- |
| 16 | Start-Up challenges assistance | SEIC Incubation Centre |



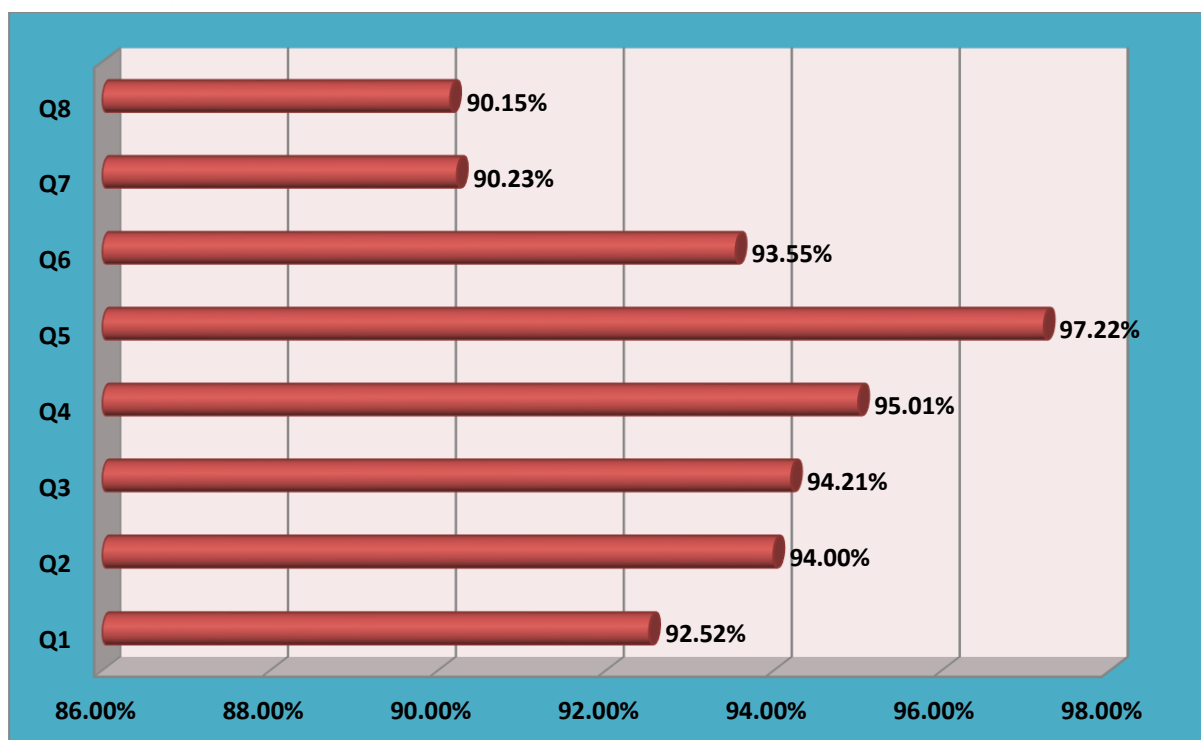
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FEEDBACK FROM FACULTY MEMBERS

The faculty members of the college have made it a practice to conduct course coordination meetings once in a year. These meetings were focused on qualitative improvement in content, activities for Theory/Practical courses and Other Aspects related to curriculum. During these meetings, the faculty members express their feedback/suggestions on the teaching-learning process; and the same would be debated and discussed. Similarly, the feedback is received from the faculty members on Programme Scheme, Theory courses, Practical Courses. The appropriate suggestions are put forward to the academic council for implementation. Based on the feedback obtained during the teaching-learning process, a course teacher is empowered to revise the contents of the course after obtaining formal approval from the Chairman, Board of Studies.

| TEACHERS'S FEEDBACK FORM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-----------------------|----------------|-------------------|----------|-------------------|----------|-------------------------------|---|--|--|--|--|------------------------------------|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|---|---|--|--|--|--|---|---|--|--|--|--|
| Q.NO | Description | Sample form | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | The curriculum is up to date. | <div style="text-align: center;">  <p>MADRAS SCHOOL OF SOCIAL WORK (An Autonomous Institution affiliated to the University of Madras) 37, 4 and 5th Cross Street, Egmore, Chennai - 600 008 It is accredited by NAAC with 'A' Grade</p> <p>STRUCTURED TEACHERS' FEEDBACK FORM FOR DESIGN & REVIEW OF SYLLABUS - (2020 - 2021)</p> <p>Name: <u>V. Nagesh Selvaraj</u> Academic Year: <u>2020-2021</u> Department: <u>Developmental Therapeutic</u> Year: <u>Semester</u> Register No: _____</p> <p>Give your valuable feedback on the curriculum for review of syllabus / to improve quality of the programme</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th>Assessment Parameters</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Strongly disagree</th> <th>Disagree</th> </tr> </thead> <tbody> <tr> <td>The curriculum is up to date.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The curriculum is well structured.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The curriculum offers adequate overview of local, regional, national and international issues.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Courses offer an in-depth exposure to the subject.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The curriculum offers opportunities for self learning.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The curriculum is useful for skill development. (Analytical problem solving / Critical thinking / Innovative skills)</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The curriculum is adequate from the point of view of employability.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The curriculum helps in bridging the gap between academia and fields.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Suggestions: (New subjects, Uncovered Topics, Obsolete topics, field work focus etc.) _____ _____ _____ _____</p> <p>Signature: <u>S. Nagesh Selvaraj</u> Date: <u>1/4/21</u></p> <p style="text-align: right; font-size: x-small;">Scanned by TapScanner</p> </div> | Assessment Parameters | Strongly Agree | Agree | Neutral | Strongly disagree | Disagree | The curriculum is up to date. | ✓ | | | | | The curriculum is well structured. | ✓ | | | | | The curriculum offers adequate overview of local, regional, national and international issues. | ✓ | | | | | Courses offer an in-depth exposure to the subject. | ✓ | | | | | The curriculum offers opportunities for self learning. | ✓ | | | | | The curriculum is useful for skill development. (Analytical problem solving / Critical thinking / Innovative skills) | ✓ | | | | | The curriculum is adequate from the point of view of employability. | ✓ | | | | | The curriculum helps in bridging the gap between academia and fields. | ✓ | | | | |
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| 2 | The curriculum is well structured. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 8 | The curriculum helps in bridging the gap between Academia and other fields especially in co-curricular and extra-curricular activities. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Analysis for the Teachers' Feedback



ACTION TAKEN REPORT FOR TEACHERS' FEEDBACK

| Q.NO | FEEDBACK | ACTION TAKEN |
|------|--|--|
| 1 | Activity based learning could be implemented due to COVID 19 | Faculty members were tried to practise online education through an activity |
| 2 | The online examination could be conducted for 1.30 hours | The COE of the college made all the necessary steps |
| 3 | Class hours could be reduced to motivate the students for continuous online teaching | The department taken necessary changes in the department time table |
| 4 | Requested the BoS for the replacement of certain papers. | Psychology of Late Adulthood was replaced with Career Psychology Child Development was replaced by Developmental Psychology I Psychology of Adolescence and Middle |

| | | |
|----|--|--|
| | | Adulthood was replaced by Developmental Psychology II |
| 5 | Cognitive psychology was suggested as PG paper. | Cognitive psychology was introduced in PG curriculum. |
| 6 | Developmental psychology was recommended for restructuring. | Developmental psychology was merged into 2 papers. |
| 7 | Inclusion of MOOC Courses like SWAYAM NPTEL | It is now incorporated in the syllabus |
| 8 | Revision of content with practical approaches and application to Industry. | Revision of content in Organizational Development I & II was carried out for this purpose. |
| 9 | Problems can be introduced for an analytical approach in technical subjects. | In HRAIS problems for Human Resource Accounting was introduced. |
| 10 | Governance Entrepreneurship | Included in the Syllabus in the Academic year 2021-22 (Ref BOS 2021) |
| 11 | Current Industrial and MSME policies | Included in the Syllabus in the Academic year 2021-22 (Ref BOS 2021) |
| 12 | Social Auditing and Social impact measurement | This point will be considered during the syllabus revision discussion for next academic year |
| 13 | Green Economy | Included as Certificate course in the Academic year 2021-22 |



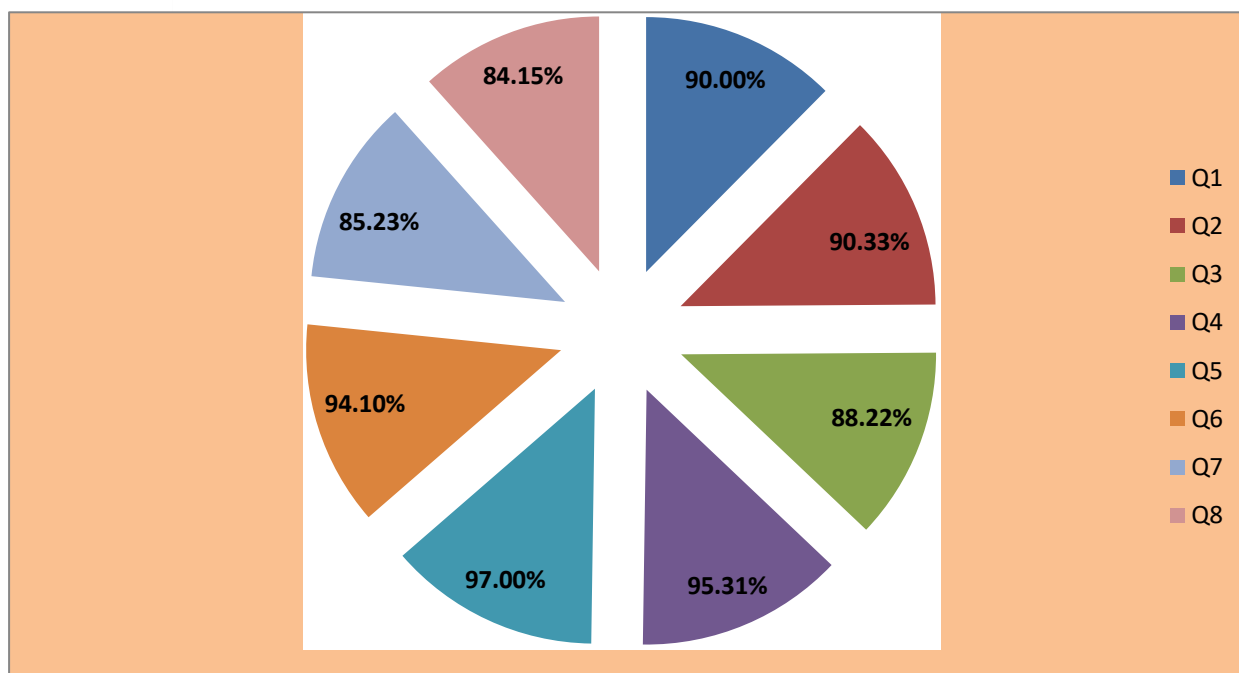
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FEEDBACK FROM EMPLOYER

Based on the feedback received it is summarized that employers show their satisfaction level for the availability of choices of course in the schemes. The prescribed syllabuses are relevant for securing a job and enhancing the skills required for them. The curriculum reduces the gap between academia and industry.

| EMPLOYER'S FEEDBACK FORM | | | | | | |
|---------------------------------|---|--------|---|---|----|---|
| Q.NO | Description | Rating | | | | |
| | | SA | D | N | SD | D |
| 1 | The curriculum has enabled the students to be competent, employable new recruits. | | | | | |
| 2 | The curriculum is well structured. | | | | | |
| 3 | The curriculum offers adequate overview of local, regional, national and International issues. | | | | | |
| 4 | The curriculum has enabled to offer opportunities for self-learning. | | | | | |
| 5 | The curriculum offers opportunities for self-learning. | | | | | |
| 6 | The curriculum has enabled the students' skill development (Analytical problem solving / Critical thinking / Innovative skills) | | | | | |
| 7 | The curriculum is adequate from the point of view of employability. | | | | | |
| 8 | The courses have enabled the students to help in bridging the gap between academia and fields. | | | | | |

Analysis for the Employers' Feedback



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STRUCTURED EMPLOYER FEEDBACK FORM FOR DESIGN & REVIEW OF SYLLABUS

| | |
|-------------------------------------|--|
| Name | SHRIVAIYSHNAVIN |
| Designation | Program Coordinator |
| Company | Tamil Nadu Domestic Workers' Welfare Trust |
| Feedback pertaining to graduates of | MA Development Management |
| E-mail ID | mdwvt@gmail.com |
| Contact Number | 8248312124 |

Give your valuable feedback on the curriculum for review of syllabus / to improve quality of the programme.

| S.No | Assessment Parameters | Strongly Agree | Agree | Neutral | Strongly disagree | Disagree |
|------|---|----------------|-------|---------|-------------------|----------|
| 1 | The curriculum has enabled the students to be competent, employable new recruits. | | • | | | |
| 2 | The curriculum is well structured. | | • | | | |
| 3 | The curriculum offers adequate overview of local, regional, national and International issues. | | • | | | |
| 4 | Courses offer an in-depth exposure to the subject. | | • | | | |
| 5 | The curriculum has enabled to offer opportunities for self learning. | | • | | | |
| 6 | The curriculum has enabled the students' skill development (Analytical problem solving / Critical thinking / Innovative skills) | • | | | | |
| 7 | The curriculum is adequate from the point of view of employability. | | • | | | |
| 8 | The courses have enabled the students to help in bridging the gap between academia and fields. | | • | | | |

Suggestions: (New subjects, Uncovered Topics, Obsolete topics, field work focus etc.)
N/A

Signature:

Shrivaiyshnavi.N

Date: 13/04/2021

ACTION TAKEN REPORT FOR EMPLOYERS' FEEDBACK

| S.NO | FEEDBACK | ACTION TAKEN |
|------|--|---|
| 1 | Students need to go additional learning to get employment | Students were advised to read the latest information from the library by reading the article published in the newspaper and journals. |
| 2 | Students should be advised to stay with the placement organisation at least for 2years. | The placement cell conducted enough awareness classes on the same. |
| 3 | Statistics in behavioural science was recommended instead 2 papers | Statistics in psychology and advanced statistics were merged into one paper. |
| 4 | Non-major electives were been recommended | Stress management, Basic Tamil were named under non-major electives. |
| 5 | Need to include Contemporary topics in the following courses such as SHRM, Marketing Management, Managerial Economics, Workplace Counselling, OC & OD and Marketing Management | Incorporated through Inclusion/revision of contents. |
| 6 | Inclusion of Certificate course or Workshops on Finance, Analytics and Labour legislations | Incorporated |
| 7 | Latest concepts to be included in the paper : HR Analytics | Incorporated |
| 8 | Topics like HR automation, International trade policies, LMS software, VUCA, CSR, Preventive and Proactive Counselling, Cross cultural issues in Mergers & Acquisitions. | Topics like HR automation in HRM, International trade policies in Managerial Economics, LMS software in Learning & Development, VUCA in Change Management, CSR and corporate governance in Corporate Planning and Strategic Management, Preventive and Proactive Counselling in Work Place Counselling, Cross cultural issues in Mergers & Acquisitions in Cross cultural business management . |

| | | |
|----|--|--|
| 9 | <p>Practical focus on people analytics, how to set up an HR function from scratch, tools for project management, in-depth understanding on various HR roles/designations , as a business partner, as an L&D specialist, as employee engagement spoc, Vlookup & Pivot table usage in Excel, basics of Power BI, analysis of various dashboards used in an Organization.</p> | <p>Topics catering to the technical needs specified were added in HR-Analytics and MS-EXCEL Modules of the course curriculum.</p> <p>Basics of POWER BI and dashboard added in HRAIS subject in the third and fourth unit.</p> |
| 10 | <p>Student should have the ability to Adapt with workplace and know workplace etiquette</p> | <p>Incorporated- Soft skill training</p> |



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FEEDBACK FROM ALUMNI

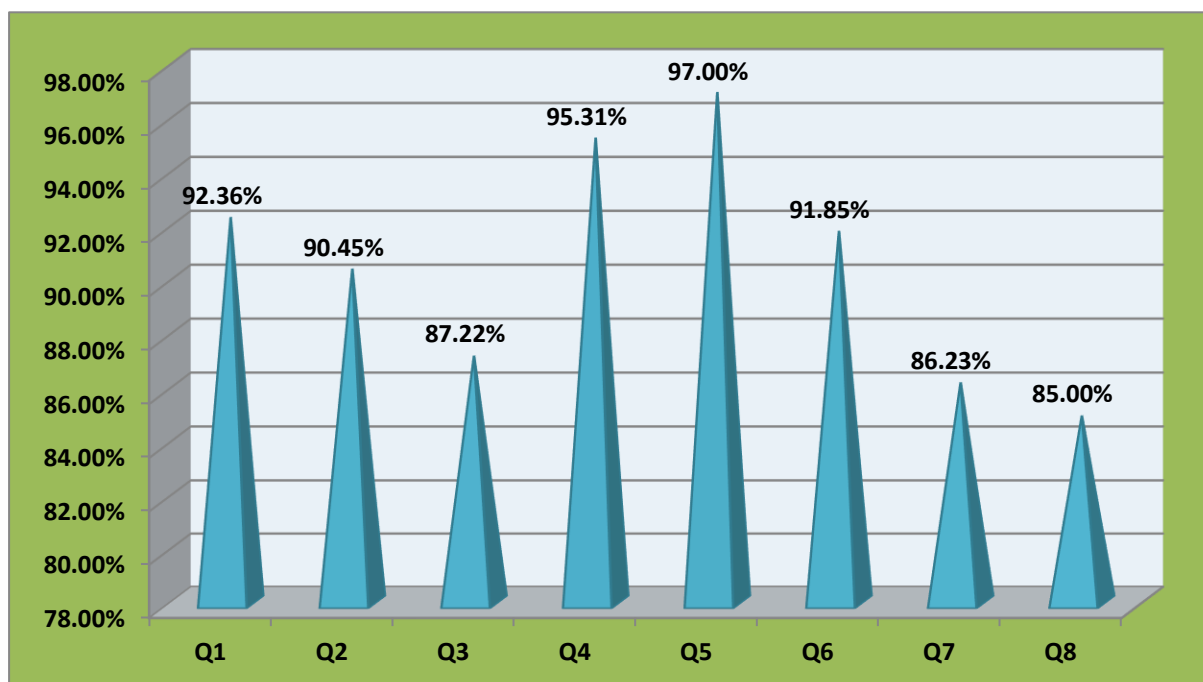
The flexibility provided in the curriculum to develop skills in multidisciplinary fields was appreciated by alumni. Student's needs are not only taken care of but customized the pedagogy for a better understanding of the subject. The flexible curriculum focuses greatly on skill development.

The curriculum is well mapped with the syllabus of competitive exams also. This will help students to perform better in national and international level exams. Preparatory classes help the students to comprehend the prerequisites of the exam.

Sufficient input of professional enhancement activities and courses is provided which helps students to get better placements. There is a continuous improvement in the quality of education and market awareness among students. In addition to this providing, more industry-specific inputs in the curriculum can further help to bridge the gap between industry and academic institutions. Opportunities to deliver should be made available from the very early stages in academia. Wherever possible compulsory mini projects with the counterpart theoretical subjects should be planned for students from the very initial years. Frequent revision cycle, mock tests and experts talk make the students more confident and enthusiastic.

| ALUMNI FEEDBACK FORM | | | | | | |
|-----------------------------|---|--------|---|---|----|---|
| Q.NO | Description | Rating | | | | |
| | | SA | D | N | SD | D |
| 1 | The curriculum has enabled the students to be competent, employable new recruits. | | | | | |
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| 5 | The curriculum offers opportunities for self-learning. | | | | | |
| 6 | The curriculum has enabled the students' skill development (Analytical problem solving / Critical thinking / Innovative skills) | | | | | |
| 7 | The curriculum is adequate from the point of view of employability. | | | | | |
| 8 | The courses have enabled the students to help in bridging the gap between academia and fields. | | | | | |

The analysis for the Alumni Feedback



ACTION TAKEN REPORT FOR ALUMI FEEDBACK

| S.NO | FEEDBACK | ACTION TAKEN |
|------|--|--|
| 1 | Training module designing were suggested during 3 rd semester to avoid academic stress. | Training module designing was suggested to be completed during 3 rd semester. |
| 2 | Research proposal was advanced to 3 rd semester. | Research proposal was included in the 3 rd semester itself. |
| 3 | Labour codes, ATS can be added to the syllabus. | Incorporated in the respective course |
| 4 | Focus more on HR Analytics and HR Digitalization. | Incorporated in the papers: HR Analytics and SHRM. |
| 5 | Fieldwork should be structured differently to cater the requirements | Internship period was extended and mode of internship was changed as per the |

| | | |
|-----------|--|--|
| | of virtual mode internship. | changing requirements of the corporate. |
| 6 | <p>Improve quality of teaching / encourage project based learning / Updation of resources and textbooks being used / change structure of field work from concurrent to two-month internship / quality of student intake to be improved and made more rigorous.</p> <p>Crisis management, HR& Technology can be added.</p> <p>Report generation, market mapping, MS office as a subject to be added. Not just a certificate course.</p> | <p>The department also arranges for Guest lecturers / Workshops on certain specific areas/ practical topics in order to make students to get hands-on experience</p> <p>Out bound training is introduced to enable students to handle crisis situations/ aware of crisis management</p> <p>Apart from the regular academic activities, students are given opportunity to enroll in various interdisciplinary/intra disciplinary certificate courses through SWAYAM or any other online portals</p> |
| 7 | Topics that will bridge the gap between the industry and the student's knowledge and skills can be added more. | Latest topics of advancements in HR industry pertaining to labour law, OD, HRM, L&D were added. The practical way of the work being carried out with the theory has been included and updated in the curriculum. |
| 8 | Simulated Self-paced learning on topics helpful to get in and thrive in job market. | SWAYAM NPTEL, MOOC Courses, Web learning series and online platforms for e-learning was planned. |
| 9 | Research Methodology should be taught a little more in depth. | Incorporated- special lectures on research methodology was organised by the department on research methodology |
| 10 | Practical Legal procedures for registering the start-ups (IPR) | IPR included in the Syllabus ((Ref BOS 2019). SEIC Incubation Centre supports in developing start-ups |
| 11 | Lots of training and Exposure to start pilot projects | SEIC Incubation Centre |
| 12 | Syllabus must have more field based and practical exposure to understand all theory concepts in this programme | This point will be considered during the syllabus revision discussion for next academic year |
| 13 | Need to give more attention to | -do- |

| | | |
|----|--|------|
| | Employability in Social sectors | |
| 14 | Organisational behaviour and Personality development as Soft skills | -do- |
| 15 | Department should have links with Entrepreneurship Eco-system providers in the government and private organisations. | -do- |



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