Minutes of the approval of Agenda Items taken from School Board Members through Circulation.

The University is in final stage of it's preparation for the much awaited visit by the NAAC accreditation team. As part of the proposed visit couple of feedback back reports from the faculty and Experts involved in program development are to be submitted by the school with the approval of the School Board of SOSW. Due to COVID-19, it was proposed that the agenda items for this purposed visit may be circulated and approvals taken from the School Board Members. Accordingly the following two items were circulated to School Board Members on August 20, 2020.

1) Approval of the Feedback Analysis Report of Subject Experts on the Teaching - Learning Process of BSW/MSW/MSW-C of School of Social Work The data was collected by the program coordinators namely, Dr .Sayantani Guin, Dr. Saumya and Dr. M. Ramya. The final compilation of this feedback reports was done by Dr.Saumya which is attached at **Annexure- I**

2) Approval of Feedback Analysis Report of Teachers on the Teaching Learning Process of Teachers of School of Social Work Report was prepared by Dr. G. Mahesh by collecting data from the faculty by using the Performa received from CIQA. The report is attached at **Annexure II.**

In order to submit two Feedback reports to CIQA, the school is directed by the Competent authority to seek necessary approvals from the School Board by circulation of the Agenda items. The following members have responded by approving the agenda.

1.	Prof. Gracious Thomas	Chairman
2.	Prof. Neera Agnimitra	Member
3.	Prof. C.P. Singh	Member
4.	Dr. Beena Antony Reji	Member
5.	Dr. Sheeba Joseph	Member
6.	Dr. Bishnu Mohan Dash	Member
7.	Prof. Rose Nembiakkim	Member

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8.	Dr. Saumya	Member
9.	Dr. SayantaniGuin	Member
10.	Dr. N. Ramya	Member
11	Dr. G. Mahesh	Member

The School Board Members approved the above-mentioned two Feedback Reports. As the approvals are taken by circulation, the matter will be reported to the School Board of SOSW during it's next meeting.

Director (SOSW)

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THE PEOPLE'S UNIVERSITY

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF SOCIAL WORK

FEEDBACK ANALYSIS REPORT OF TEACHERS ON THE TEACHING LEARNING PROCESS OF TEACHERS OF SCHOOL OF SOCIAL WORK

1.0: Preamble

(Write about the need and importance of feedback from teachers on design of curriculum in 150-200 words)

The process of designing curriculum in Social Work discipline involves feedback from various stakeholders including subject experts, learners, alumni, national associations, academic counsellors, teachers, field practitioners, policy makers etc. Particularly, the need and importance of feedback from teachers on design of curriculum is manifold:

1. It helps to maintain quality and ensure highest standards both at national and international level;

2. The inputs received in the form of feedback from teachers from different specialization/ subject domains can achieve the intended learning outcomes;

3. It gives direction to have meaningful engagement to update and adhere to the existing guidelines and norms periodically;

4. It serves the purpose of integrating the philosophy of the institution and the needs of the society;

5. It brings in new ideas, perspectives and critical inputs to the process, which makes it more objective and acceptable

2.0: About the School

(Write about the number of programmes developed/under-development and the faculty involved in design of curriculum in 150-200 words)

The School of Social Work (SOSW) at Indira Gandhi National Open University (IGNOU) was established in the year 2007. It aims at providing quality education in the areas of Social Work, HIV/AIDS, counselling, tribal studies and family studies by offering programmes from Certificate to Doctoral Degree.

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The SOSW at IGNOU is the first School of Social work to be offering social work programmes in ODL mode. It is the first school of Social Work in India to take social work education to all the States and Union Territories in the country as well as to SAARC and African nations.

Vision

To provide inclusive and quality education in social work across the country and beyond the borders.

Mission

To provide quality education through open and distance learning using multi-pronged strategies and services to reach the unreached with an emphasis on social work values and ethics whereby improving the services in social welfare sectors.

Objectives

- To promote human resources aiming at improving the quality of life of poorest of the poor.
- To meet the growing demand for professionally trained social workers across the country.
- To provide social work education and training based on indigenous knowledge and uniform curriculum across the country.
- To help the learner acquire professional skills, attitude and knowledge to help the clients to deal with their emotional and psychological problems.

Milestones of SOSW

- **2007**
  Establishment of SOSW with the approval of the visitor namely, The President of India
  CAFE: Certificate in HIV and Family Education (ODL)
  DAFE: Diploma in HIV and Family Education (ODL)
  BSW: Bachelor of Social Work (ODL)
  CBCI Chair

- **2008**
  M.Phil: Master of Philosophy in Social Work (On campus)
  Ph.D: Doctor of Philosophy in Social Work (On campus)
  MSW: Master in Social Work (ODL)
  PGDSW: Post Graduate Diploma in Social Work (ODL)
  CAFÉ: Revised Version (ODL)
  DAFE: Revised Version (ODL)

- **2009**
  MSW: Master in Social Work: Philanthropic Social Work (on-campus)

- **2010**
  MSW: Master in Social Work: Counselling (on campus)

- **2011**
  CSWCJS : Certificate in Social Work and Criminal Justice System (ODL)
  PGDSWT : Post Graduate Diploma in Social Work Among Tribals (ODL)
  • Mother Teresa Chair
  • Centre for Tibetan Studies

- **2014**

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MSW: Master in Social Work Counselling (ODL)

- **2018**
  CTRBS: Certificate in Tribals Studies (ODL)
  PGDCOUN: Post Graduate Diploma in Social Work Counselling (ODL)

- **2019**
  CAFE: Second revised version (ODL)
  DAFE: Second revised version (ODL)
  MSW: Revised Version (ODL)

- **2020**
  BSWG : Revised Verssionn (ODL)
  Understanding the tribals (Swayam)
  Tribal Society (Swayam)
  Tribals of South and Central India (Swayam)
  Tribals in North and Northeast Region of India (Swayam)

All the six faculty were involved in design of curriculum.

3.0: Methodology

(Briefly write about the feedback tool and the methodology adopted in getting the response from the teachers in 150-200 words)

The School has thirteen sanctioned faculty positions in Social Work; and six are in position. As on date the School has two Professors and four Assistant Professors. Data for the proposed feedback was obtained from all the six faculty. The feedback tool namely *"Feedback Form for Teachers on Design of Curriculum"* was developed by CIQA and shared with the respective Schools of Studies. The data was collected using a questionnaire consisting of ten items. All the six teachers from School of Social Work filled the questionnaire and mailed. One of the teachers took the lead to compile the draft report which was circulated among the faculty for their suggestions. The inputs from each faculty were incorporated to give the final shape of the report, which will be placed in the School Board of School of Social Work (Statutory Body) for consideration and approval.

4.0: Feedback of Teachers

(Response received from the teachers on different items/questions depicted pictorially in the form of pie/bar/line diagram)

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I. Basic Information:

II. Specific questions on Design of Curriculum

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1. Need analysis is done before finalizing the curriculum

2. Curriculum is periodically modified and new concepts/topics are incorporated

3. Instructional Activities align with the Learning Outcomes

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4. Curriculum is developed to enhance critical thinking

YES

5. Curriculum caters to the needs of all types of learners

YES

6. Curriculum of your subject is up to date

YES

7. Curriculum matches with the level of the programme

8. Assessments are developed based on the Learning Outcomes

9. Learning Outcomes are framed to enhance the Employability Skills

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5.0: Analysis of the Feedback received

(Discuss about the item-wise/question-wise feedback)

1. Need analysis is done before finalizing the curriculum:

The feedback from all the teachers (100 per cent) felt the importance of doing need analysis before finalising the curriculum. This process helped the teachers to look at the curriculum more objectively and incorporate perspectives of key stakeholders to make it widely acceptable.

2. Curriculum is periodically modified and new concepts/topics are incorporated:

True to its findings, all the teachers (100 per cent) expressed their willingness to revise the curriculum periodically every five years. This is the mandate of the university. Therefore, School of Social Work has taken up revision work as a priority. This has helped the School to make necessary modifications by incorporating new concepts/topics as per the existing guidelines for revision (less than 10 per cent in case of minor revision). This has resulted in better learning outcomes.

3. Instructional Activities align with the Learning Outcomes:

100 per cent response from the teachers agreed to the fact that all the instructional activities in the process of curriculum designing aligned with the learning outcomes. Social Work is a practice based profession with almost 40 per cent weightage on fieldwork practicum. The hands on experience are unique to this programme which enhances the skills required to enable the learning outcomes.

4. Curriculum is developed to enhance critical thinking

All the teachers (100 per cent) expressed that curriculum is developed to enhance critical thinking. As a profession based on field practice, one has to enhance once skills through the process of experiential learning, critical reflection and critical thinking. This is a lifelong learning activity which will help the learners to master the art of social work education, practice and research if the fundamentals are in place.

5. Curriculum caters to the needs of all types of learners

डॉ. रोज़ नेम्बियाकिन / Dr. Rose Nembiakkim

Curriculum in Social Work education, practice and research is dynamic and must adapt to changes to meet the needs of different types of learners. Our learners come from varied socio-economic and demographic profile spread across the nation. Therefore, the curriculum should have the essence of inclusiveness and openness to accommodate the aspirations of all types of the learners. Similar views were expressed by all the teachers (100 per cent).

6. Curriculum of your subject is up to date

In order to adhere to the existing guidelines and norms of the university and the regulatory institutions, it is mandatory to revise the curriculum on a regular basis and keep it up to date. 100 per cent response of the teachers agreed that the curriculum of their subjects were up to date.

7. Curriculum matches with the level of the programme

All the teachers (100 per cent) were of the opinion that the level of the programme and the curriculum were proportionate and fulfilled all the guidelines of ODL in terms of credit hours of teaching and learning. Depending upon the level and purpose of the programme, curriculum was fine tuned to meet the mandatory requirements, which is being offered in the present form.

8. Assessments are developed based on the Learning Outcomes

Continuous assessments are integral part of any learning process and it is true even in ODL mode. The assessments are developed based on the learning outcomes and this statement was agreed by all the teachers (100 per cent).

9. Learning Outcomes are framed to enhance the Employability Skills

100 per cent teachers expressed that the learning outcomes are framed to enhance the employability skills. In order to keep oneself relevant and competitive in the emerging knowledge society, outcome based learning is the way forward to provide necessary employability skills.

10. Integration of Technology in teaching learning will enhance the learning process and benefit the Learner

IGNOU is pioneering in the use of technology in teaching learning to enhance the learning process and make it learners centric. Therefore, all the teachers (100 per cent) who shared their feedback are of the opinion that use of ICT in teaching learning landscape will ultimately enrich the learners.

6.0: Conclusion and recommendations

Quality Standards: Feedback on design of curriculum helped teachers to maintain quality and ensure highest standards both at national and international level;

Learning Outcomes: The inputs received in the form of feedback from teachers from different specialization/ subject domains achieved the intended learning outcomes;

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Regulatory Obligations: It provides direction to have meaningful engagement to update and adhere to the existing guidelines and norms periodically;

Societal Obligation: It serves the purpose of integrating the philosophy of the institution and the needs of the society;

Convergence of ideas: It brings in new ideas, perspectives and critical inputs to the process, which makes it more objective and acceptable

7.0: Annexure (Enclose Questionnaire format)

FEEDBACK FORM FOR TEACHERS

(Only on Design of Curriculum)

Name: Optional

Male: Female:

Subject/Discipline:

Whether Programme/Course Coordinator: Yes No

If yes, Title of the Course:

Number of Years in University:

Feedback is very important for University to grow and to improve the system, kindly respond to the following statements:

S. No.	Statement	YES	NO
1	Need analysis has been done before finalizing the curriculum		
2	Curriculum is periodically modified and new concepts/topics are incorporated		
3	Instructional Activities align with the Learning Outcomes		
4	Curriculum is developed to enhance critical		

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	thinking		
5	Curriculum caters to the needs of all types of learners		
6	Curriculum of your subject is up to date		
7	Curriculum matches with the level of the programme		
8	Assessments are developed based on the Learning Outcomes		
9	Learning Outcomes are framed to enhance the Employability Skills		
10	Integration of Technology in teaching learning will enhance the learning process and benefit the Learner		

List the areas that need attention to bring desired improvement in the system

_____

_____

_____

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