



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
SCHOOL OF TRANSLATION STUDIES AND TRAINING
(SOTST)

FEEDBACK ANALYSIS REPORT OF SCHOOL BOARD MEMBERS AND SUBJECT EXPERTS TEACHERS ON THE TEACHING LEARNING PROCESS

1.0: PREAMBLE

The School of Translation Studies and Training (SOTST) elicited feedback from the School Board Members and the Subject Experts on the educational processes introduced in the University in Teaching and Learning Process in view of changed scenario significantly impacting the stakeholders in the pandemic period. The feedback on the process and design and development of curriculum of SOTST Programmes will help in designing and developing the qualitative and the learner friendly curriculum for the distance learners so that it will be easier to understand and apply the alternative means of reaching the learners i.e. e-content, mobile app, e-Gyankosh and making use of various e-platforms in practice in the professional careers of the students enrolled in programmes like Research Programmes (M.Phil. and PhD) in Translation Studies, M.A in Translation Studies (MATS) which is on offer both online mode and distance mode. Post Graduate Diploma in Translation (PGDT), Post Graduate Certificate in Bangla-Hindi Translation (PGCBHT) and Post-Graduate Certificate in Malayalam-Hindi Translation (PGCMHT) on offer in offline mode. The feedback will help the School in designing the instructional and evaluation package so that the learners are well versed with the concepts of the available forms of material and evaluation tools and designed curricula and also have specialization in the domain areas of the discipline. The School having the main objective of reaching the distance learners through quality programmes with technological support, the feedback was requested, so that more learners are benefited which in turn help in developing more qualitative professionals in the field of Translation. The feedback from the School Board Members and Subject Experts is surely a guiding factor in maintaining the quality standards which IGNOU has been doing since its inception.

2.0: About the School and School Board Members and Experts involved

The School has developed M.A in Translation Studies (MATS), Post Graduate Certificate in Bangla-Hindi Translation (PGCBHT) and Post-Graduate Certificate in Malayalam-Hindi Translation (PGCMHT), beside research programmes i.e. PhD and M.Phil in Translation Studies with course work. Two programmes are under development i.e. P.G. Diploma in Sindhi-Hindi-Sindhi Translation and Anuvad evam Rupantran mein Snatakottar Pramanpatra Karyakram. One programme – Post Graduate Diploma in Translation (PGDT) is under revision. Besides, four courses were also developed for SOH by the faculty of the School.

For the designing, development and approval of the curriculum, evaluation methodologies, the following School Board Members and the Subject Experts are involved:

School Board Members: - (1) Prof. Piyushkant Dixit, (LBSU); (2) Prof. Hari Shankar Mishra, Lucknow University; (3) Prof. Chandan Kumar, Delhi University; (4) Prof. Durga Prasad Gupta, Jamia Milia Islamia; (5) Prof. Garima Srivastava, JNU; (6) Prof. S.R. Jha, SOS, IGNOU; (7) Prof. Parmod Kumar, SOH, IGNOU; (8) Dr. Parmita Suklabaidya, SOTHSM, IGNOU; (9) Dr. Smita Gupta, SOSS, IGNOU and

Subject Experts: - (1) Prof. H.C. Pande, JNU, (2) Prof. P.C. Tandon, Delhi University; (3) Prof. V. R. Jagannathan, former Director, SOH, IGNOU; (4) Prof. Thakur Dass, CHI; (5) Prof. Annapurna, Central University, Hyderabad; (6) Prof. D.S. Navin, JNU; (6) Dr. Anamika, Delhi University; (7) Prof. Sarraju, CUH; (8) Prof. Ramchandra, JNU; (9) Prof. Yogendra Pratap Singh, Allahabad University; (10) Prof. Suresh Singhal, MDU; and (12) Prof. T. Satyanath, DU.

3.0: Methodology

*Generally Likert-type scales are used in education and educational research to elicit responses for the statements for the purpose of analysis. Common uses include end-of-rotation curriculum inputs for the training in the subject area feedback, faculty evaluations on the learners, and assessment of performance after an educational intervention. SOTST employed Likert 5 point ordinal scale used by respondents to rate the degree to which they agree or disagree with a statement for the entire outcome assessment on the design and development of the different programmes offered by SOTST with **Strongly Agree (SA), Agree (A), Undecided (UD), Dis-Agree (DA) and Strongly Disagree (SDA)**. Thus, understanding the interpretation and analysis of data derived from Likert Scales is imperative for those working in education and educational research.*

*Out of the **11** filled-in questionnaires received from the subject experts, all respondents responded on the 20 statements mentioned in the questionnaire. The statements received from the respondents are **23% Strongly Agree (SA); 45% agree (A); 11%, Undecided (UD); 17%, Dis-Agree (DA); and 4% Strongly Disagree (DA)**. **Out of 20 given questions, 1(one) was not responded by one School Board Member.***

The inference from the above analysis is that the design and development of the curriculum of different programmes of SOTST are 68% Agreed to by the subject experts with 23% Strongly Agreed.

4.0: Feedback of School Board Members and Subject Experts

[submitted hereunder]

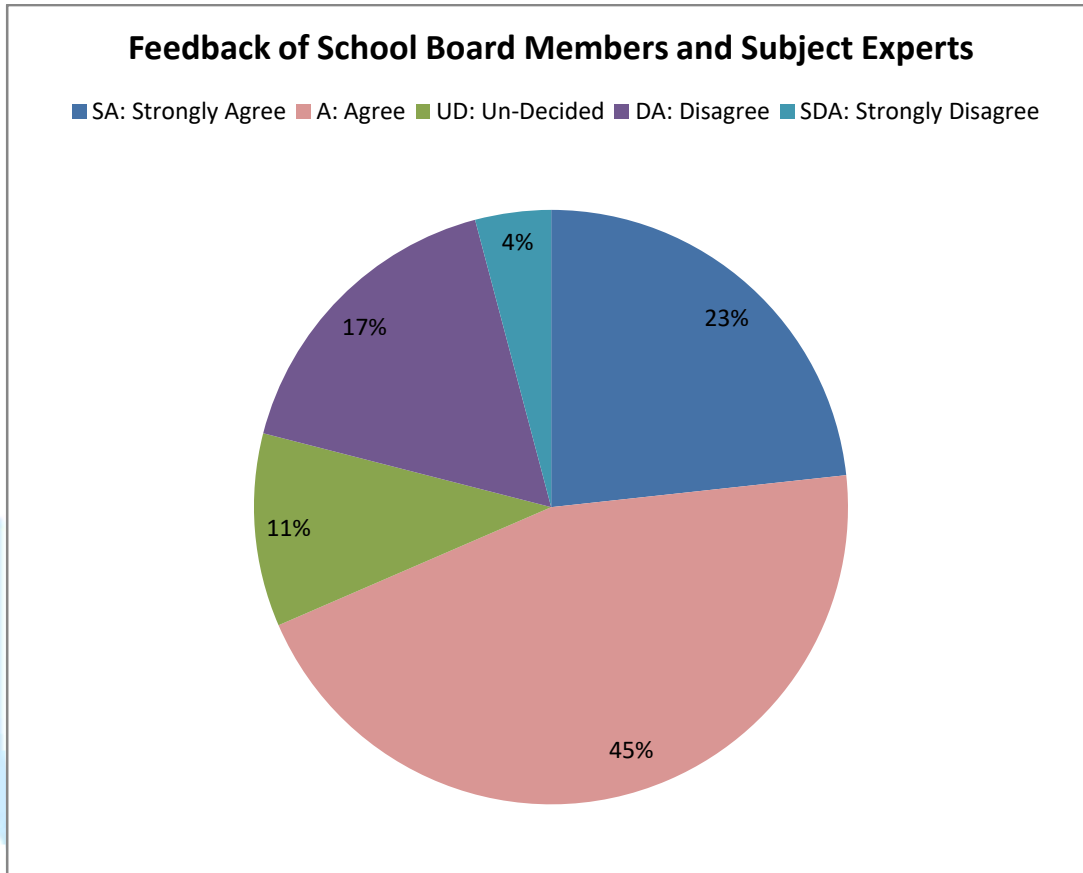


Chart -1

Pie chart showing percentage analysis of feedback received from 11 responses of School Board Members and Subject Experts in five categories i.e.

SA: Strongly Agree – 23%

A: Agree – 45%

UD: Un-Decided – 11%

DA: Disagree – 17%

SDA: Strongly Disagree – 4%

Analysis of the Feedback received

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

Out of 11 filled in questionnaires, received from the subject experts, all respondents responded on the 20 statements mentioned in the questionnaire. The statements received from the respondents are Strongly Agree (SA) – 23%; Agree (A) – 45%; Un-Decided (UD) – 11%; Disagree (DA) – 17%; Strongly Disagree (SDA) – 4%.

The item-wise/question wise feedback from 11 subject experts are as under :

Q.1 The level of programme and curriculum are as per the learner's and industry requirements.

Strongly agree (SA) – 7

Agree (A) – 3

Un-Decided – 1

No reply was given by 1 (one) expert

Q.2 The curriculum covers recent and emerging topics/subjects/areas.

Strongly Agree (SA) – 4

Agree (A) – 7

Q.3 With increasing use of technology and the internet usage, eSLM has the ability to replace the printed SLM.

Strongly Agree (SA) – 3

Agree (A) – 5

Un-Decided (UD) – 1

Disagree (DA) – 1

Strongly Disagree (SDA) – 1

Q.4 Use of eSLM (eGrankosh, IGNOU eContent App) can augment the updating the delivery of the SLM.

Agree (A) – 8

Un-Decided (UD) – 2

Disagree (DA) – 1

Q.5 Use of web-based academic support (like WEAS: Web-enabled Academic Support, a one-stop portal, online counseling, You Tune/Facebook live) will strengthen the pedagogy.

Strongly Agree (SA) – 3

Agree (A) – 7

Un-Decided (UD) – 1

Q.6 There is ample scope for online submission and assessment of Assignments

Strongly Agree (SA) – 2

Agree (A) – 6

Un-Decided (UD) – 2

Disagree (DA) – 1

Q.7 Extensive use of technology (online counseling, use of social media etc.) will have positive impact on the learning outcome.

Strongly Agree (SA) – 3

Agree (A) – 5

Un-Decided (UD) – 1

Disagree (DA) – 2

Q.8 Learners can be provided with the electronic gadgets like Tablet loaded with eSLM which can also be used for attending online counseling session.

Strongly Agree (SA) – 3

Agree (A) – 6

Un-Decided (UD) – 2

Q.9 In case gadget is provided to the learners, App should be developed which can held the learner to monitor his/her progress and suggest/recommend corrective measures.

Strongly Agree (SA) – 4

Agree (A) – 5

Un-Decided (UD) – 1

Strongly Disagree (SDA) – 1

Q.10 Self Assessment Questions in the SLM should be thought provoking (like scramble words, analyze the graph, crossword etc.) instead of simple objective or subjective question which only help in recalling the content.

Strongly Agree (SA) – 2

Agree (A) – 7

Un-Decided (UD) – 1

Disagree (DA) – 1

Q.11 Already existing OER can be adopted to replace the new programme/course development or updating the existing courses.

Strongly Agree (SA) – 2

Agree (A) – 5

Un-Decided (UD) – 2

Disagree (DA) – 1

Strongly Disagree (SDA) – 1

Q.12 MOOCs can be adopted as replacement to the development of new course/revision of existing courses.

Agree (A) – 4

Un-Decided (UD) – 1

Disagree (DA) – 4

Strongly Disagree (SDA) – 2

Q.13 Course writing/editing/revision can be done online through cloud which can be accessed simultaneously by different experts.

Strongly Agree (SA) – 3

Agree (A) – 5

Un-Decided (UD) – 1

Disagree (DA) – 2

Q.14 All existing SLM should be converted to epub format

Strongly Agree (SA) – 1

Agree (A) – 7

Un-Decided (UD) – 1

Disagree (DA) – 2

Q.15 Meetings for course design and development as well as revision can be done online instead of face to face mode.

Strongly Agree (SA) – 3
Agree (A) – 3
Un-Decided (UD) – 2
Disagree (DA) – 3

Q.16 Training for course writing, editing, vetting and translation can be done entirely online.

Strongly Agree (SA) – 1
Agree (A) – 5
Un-Decided (UD) – 1
Disagree (DA) – 4

Q.17 Online and on-demand term-end examination should replace pen and paper based examination.

Strongly Agree (SA) – 3
Agree (A) – 2
Un-Decided (UD) – 1
Disagree (DA) – 5

Q.18 The weightage of internal assessment should be increased to more than 50% from the current 25-30%

Strongly Agree (SA) – 1
Agree (A) – 5
Disagree (DA) – 4
Strongly Disagree (SDA) – 1

Q.19 Questions for term-end examination should be completely MCQ based.

Strongly Agree (SA) – 1
Agree (A) – 2
Disagree (DA) – 5
Strongly Disagree (SDA) – 3

Q.20 Questions for term-end examination should be a mix of MCQ and subjective type questions.

Strongly Agree (SA) – 4
Agree (A) – 3
Un-Decided (UD) – 3
Disagree (DA) – 1

Conclusion and Recommendations

The respondents in majority (45%) agreed about the process and methodologies adopted for designing and development of the curriculum and programmes. They also made suggestions and recommendations for the programmes underdevelopment and revision

Annexure (Enclose Questionnaire format) : Enclosed