

**ANNEXURE-SB.39.2.1**  
**SOTST/SB-39/Item no. 39.2**

**39<sup>th</sup> School Board of School of Translation Studies and Training**

**28<sup>th</sup> July 2023, Friday**

**Analysis Reports of Feedback Forms Received from Subject Experts**

**2022-2023**



**School of Translation Studies and Training**  
**Indira Gandhi National Open University**  
**New Delhi-110068**



### **About Us:**

The formation of Translation as a Discipline of Studies and creation of School of Studies i.e., School of Translation Studies and Training (SOTST) in IGNOU took place in the year 2009. Since then, various efforts have been made regarding establishment of the School, as a premier seat of learning in Translation Studies throughout and outside India. The National Education Policy, 2020 also intends to focus on the necessity of translation in the expansion of knowledge, educational empowerment in the nation building.

### **Vision:**

The School of Translation Studies and Training (SOTST) perceives the idea of exploring the avenues and preservation of knowledge by qualitative endeavours in teaching and research relating to the translation studies and other allied areas. To actualize this idea, the school intends to offer relevant academic programmes and research pursuits to contribute to the area of knowledge and strengthen and broaden the innovative perspectives in the exchange and transmission of the invested and available research and knowledge, besides enriching, enhancing the competence of human resources to perform the various activities relating to translation.

### **Mission:**

The Mission of the School of Translation Studies and Training is to strengthen the objectives of the University to reaching the unreached and also to contribute to the area of knowledge through teaching, research and extension activities. The committal attitude to this motivates the school to engage itself in the advancement of innovative exercises and research endeavours pertaining to translation studies, inter-disciplinary studies and cultural studies and comparative literature among others. This also involves the school to pay much attention to maintain high quality and standard in the research activities and critical insight to the learners studying various programmes offered by SOTST. In addition to that, the school makes the best efforts for motivation to employability and practical perspectives of studies to the learners to make themselves as good translation practitioners and prove responsible citizens of the nation.

The basic Mission can be underlined as to get the best out of the students and give them exposure to bring out their knowledge for the contribution to the domain knowledge and research for the growth of the nation.

### **Programmes on Offer**

#### **Doctoral Degree Programme**

Ph.D. in Translation Studies (PHDTT)



## **Masters Degree Programme**

MA in Translation Studies (MATS)

## **Post Graduate Diploma Programmes**

P.G. Diploma in Sindhi-Hindi-Sindhi Translation (PGDSHST)

PG Diploma in Translation (PGDT)

## **PG and Advance Certificate**

Anuvaad evam Rupantaran mein Snatakottar Pramanpatra (PGCAR)

Post-Graduate Certificate in Bangla-Hindi Translation (PGCBHT)

Post-Graduate Certificate in Malayalam-Hindi Translation (PGCMHT)

## **Methodology:**

Providing frequent feedback is a significant means of improving the teaching-learning process and the system as a whole. The University has to obtain feedback from the stakeholders every year to maintain the quality of the system.

This year's feedback tools are focussed on the implementation of the themes of G20 which are: inclusive, equitable, relevant, and quality education and lifelong learning opportunities for all, within the theme of “One Earth, One Family, One Future”. India proposes to build on and carry forward past deliberations so as to transform the current educational system. There is a need to make education more relevant for the capacities and skills required to prepare learners of all ages and throughout life in the digital era; encourage collaboration and partnerships between Higher Educational Institutions and industries and engagement with societies for strengthening Research and promoting Innovation. Attainment of Sustainable Development Goals by adopting eco-friendly lifestyles through LiFE (Lifestyle for Environment) is a major priority area. With LiFE, the prevalent 'use-and-dispose' economy will be replaced with a circular economy, characterized by responsible consumption. In order to contribute significantly to LiFE, individuals will be encouraged to make lifestyle changes in day-to-day living.

Against this backdrop, the feedback tools prepared by CIQA, were circulated among Subject Experts so as to obtain their views on the issues flagged above.

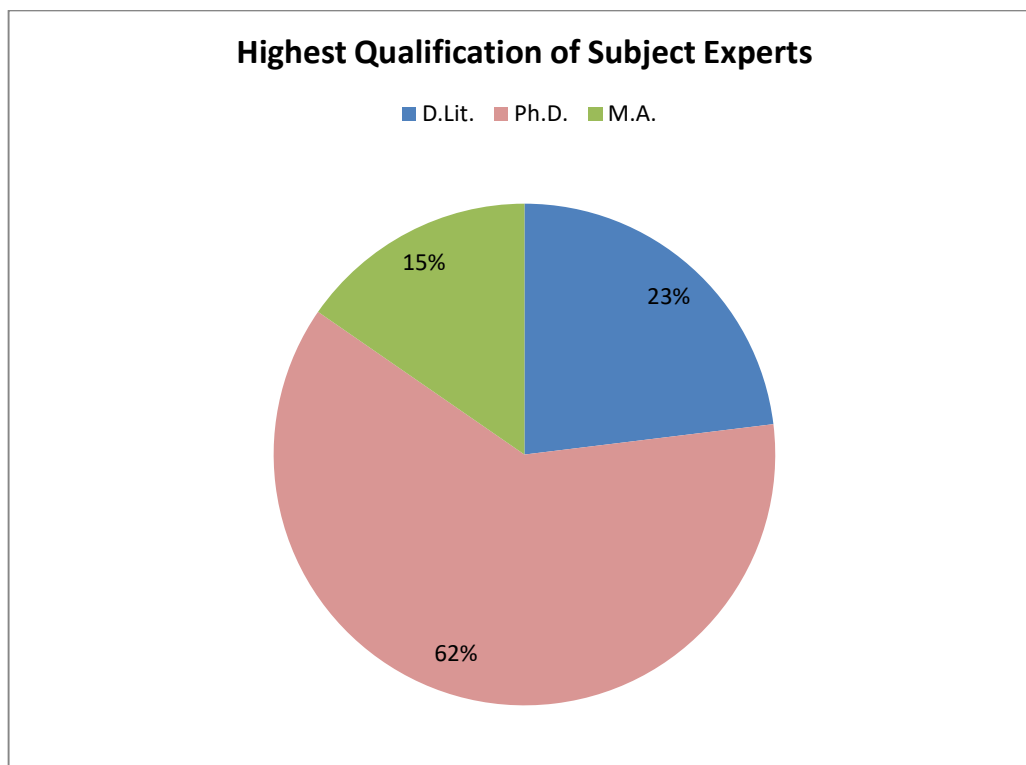
## **Feedback of Subject Experts**

Summary of the Feedback from Subject Experts are given below:

I. A total 13 responses have been received from the subject experts

II. More than 85% of the experts were from the age group more than 46 years

III. 23% experts are having D.Litt. as their highest qualification, 62% are having PhD as their highest qualification and 25% having M.A. as their higher qualification. Highlighted below in Fig.1



**Chart 1: Highest Qualification of Experts:**

### The experts associated with teaching institute

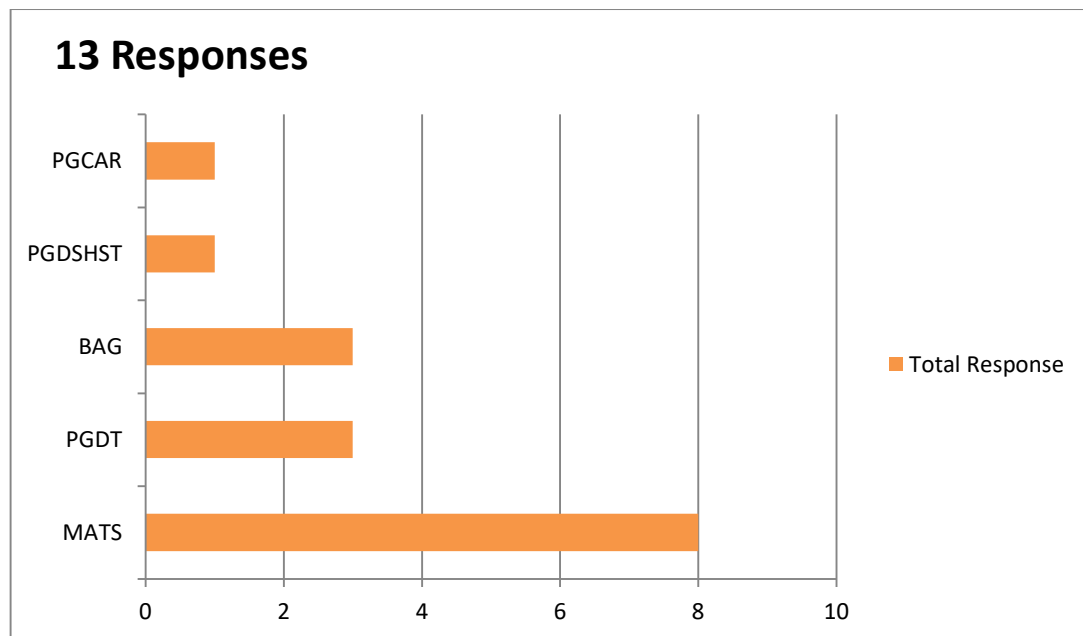
The information is listed in Table 1.

Table 1: Experts associated institute

S. No.	Name of the Institute
1	Commission for Scientific and Technical Terminology
2	Jawaharlal Nehru University
3	University of Delhi
4	Satyawati College
5	Swami Shraddhanand College
6	SPGC Ajmer

Out of a total of 13 experts 11 Subject Experts were from Delhi and 2 were from outside of Delhi.

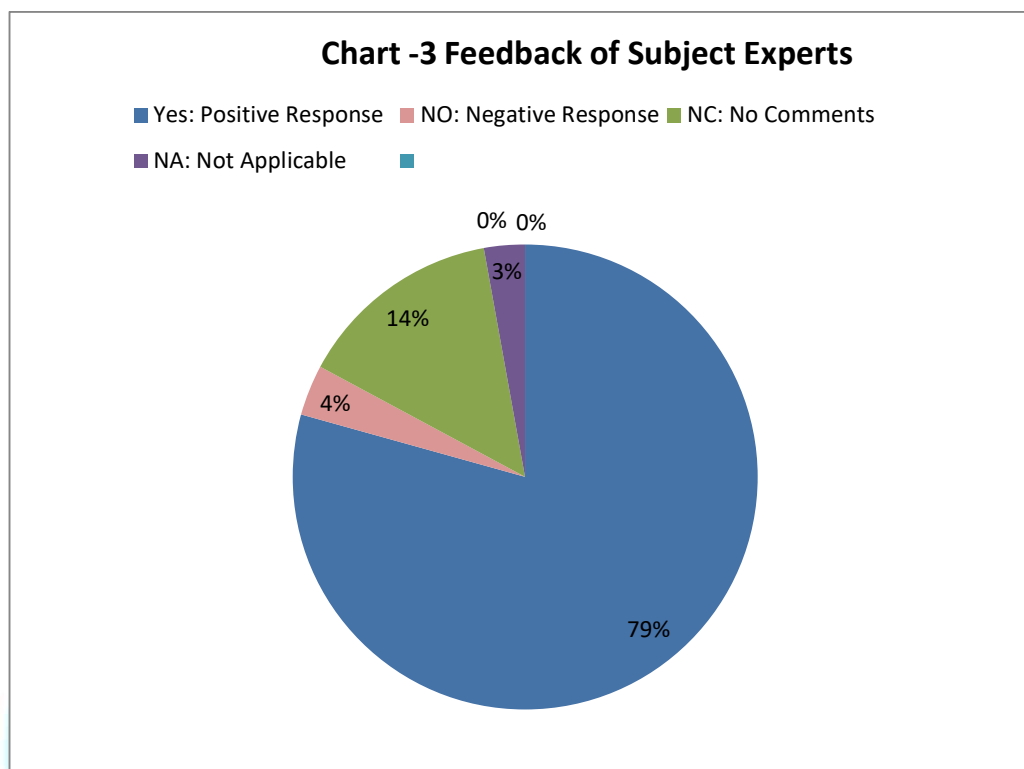
**The programmes with which the experts were associated with**



**Chart 2: Association of experts with various programmes**

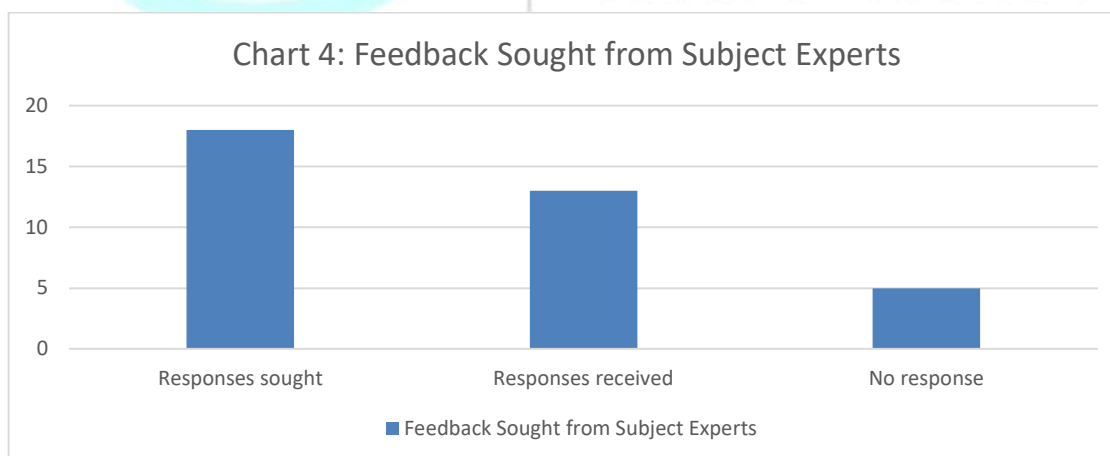
The next chart shows the overview of responses from Subject Experts according to affirmative, negative responses, neutral and other responses.





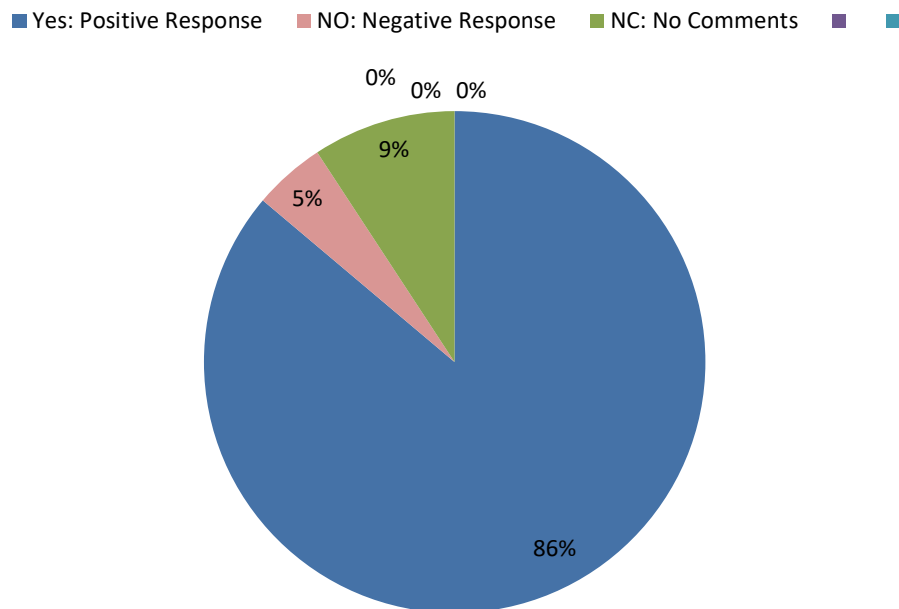
**Chart -3: Feedback of Subject Experts**

The response of 18 experts was sought for subject experts' feedback form. Out of 18 experts, 13 experts responded in time. Pie chart showing percentage analysis of feedback received from 13 responses of Subject Experts in five categories i.e.



**Chart 4: Feedback Sought from Subject Experts**

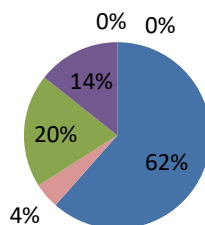
**Chart 5: Feedback of Subject Experts**



**Chart 5 Theme One - Promotion of Digital Skills**

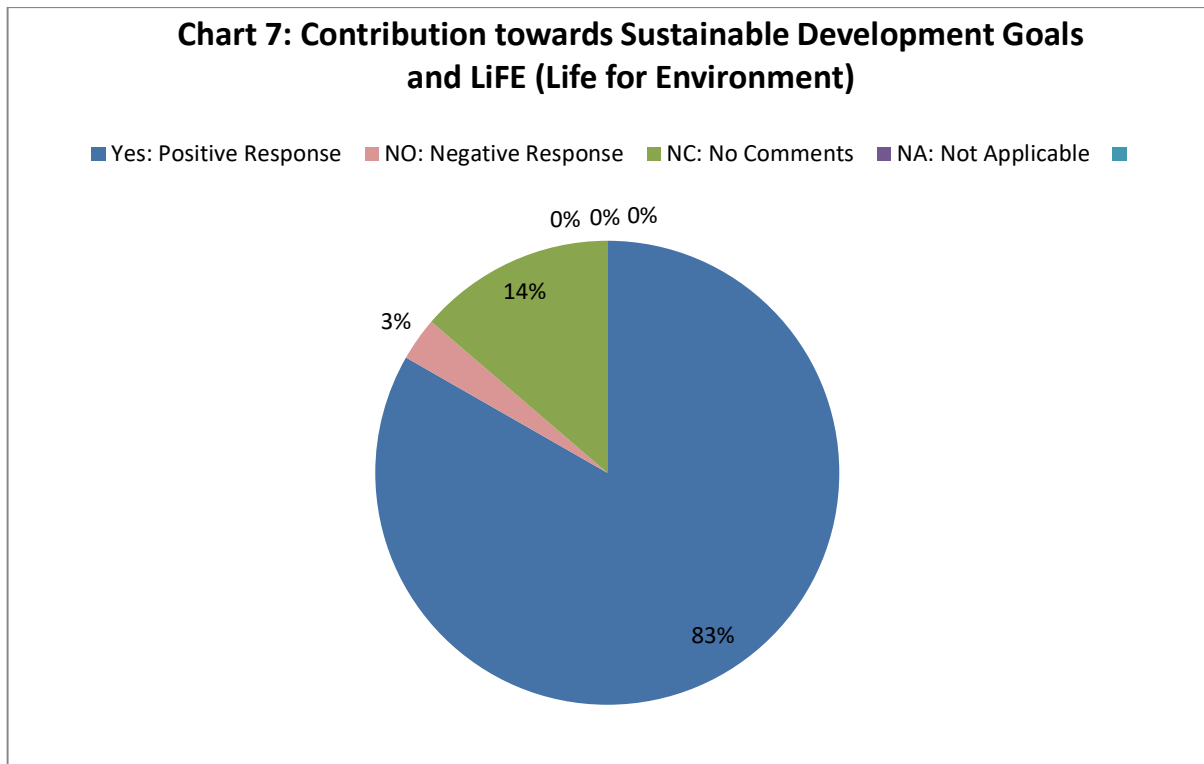
**Chart 6: Feedback of Subject Experts**

■ Yes: Positive Response ■ NO: Negative Response ■ NC: No Comments  
■ NA: Not Applicable ■



**Chart 6 Theme Two: Collaboration and partnerships with industries and communities**

**Theme Three: Contribution towards Sustainable Development Goals and LiFE (Life for Environment)**



**Chart 7: Theme Three: Contribution towards Sustainable Development Goals and LiFE (Life for Environment)**



## **Analysis of the Feedback received**

**(Discussion about the item-wise/question-wise feedback)**

Out of 13 filled in questionnaires, received from the subject experts, all respondents responded on the 13 statements mentioned in the questionnaire. The statements received from the respondents are in “Yes/No/No Comments/N.A.”

The item-wise/question-wise feedback from 13 subject experts are as under:

### **Theme One Promotion of Digital Skills**

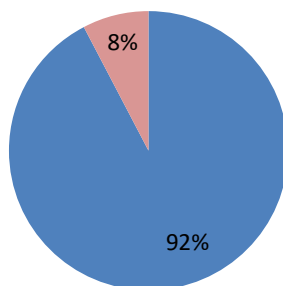
**Q.1 Does the programme have components to develop the desired digital skills and competencies in the learner?**

Yes	–	12
No	–	1
No Comments	–	0

**Does the programme have components to develop the desired digital skills and competencies in the learner?**

13 Responses

■ Yes ■ No



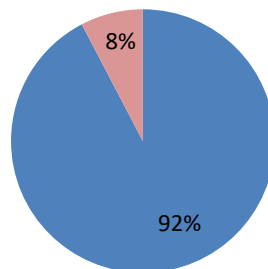
**Q.2 Are the existing MOOCs/Open Educational Resources (OERs) integrated into the programme?**

Yes	–	12
No	–	1
No Comments	–	0

### Are the existing MOOCs/Open Educational Resources (OERs) integrated into the programme?

13 Responses

■ Yes ■ No



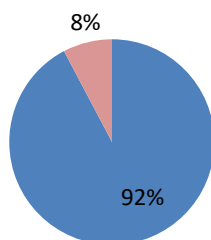
### Q.3 Does the programme have components of digital learner support like IRC, TC, Web counseling, use of social media, WEAS, online submission of assignments, etc. which promote the desired digital skill and competency in the learner.

Yes	–	12
No	–	1
No Comments	–	0

### Does the programme have components of digital learner support

13 Responses

■ Yes ■ No



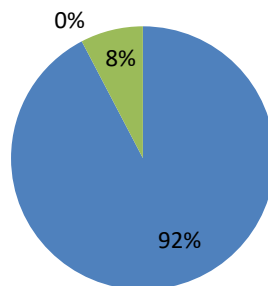
### Q.4 Do the digital initiatives of the University facilitate the learners in achieving the expected learning outcomes?

Yes	–	12
No	–	0
No Comments	–	1

**Do the digital initiatives of the University facilitate the learners in achieving the expected learning outcomes?**

13 Responses

■ Yes ■ No ■ No Comments (NC)



**Q.5 What are your suggestions for promoting digital skills to learners enrolled in the programme.**

**Suggestions:**

- To promote/publicize them through social media.
- To provide digital equipment to the learners belonging to economically and socially weaker sections.
- Incorporating hands-on training.
- Online Data Collection.
- Data crawling.
- Acquainting them with various tools and applications for using digital skills and making student friendly programmes confirming to real life situations.
- Regular workshops for skill enhancement.
- More computational skills have to be taught to students.
- IGNOU can modify or expand the curriculum to meet the growing demand for digital skills. Because companies across industries have digitized their operations and processes. Today's job seekers require specialized skills to help them.

**Theme Two: Collaboration and partnerships with industries and communities**

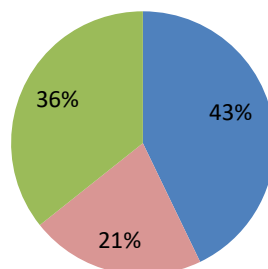
**Q.6 Does your programme involve collaboration in its development or delivery?**

Yes	–	6
No	–	3
No Comments	–	4

### Does your programme involve collaboration in its development or delivery?

13 Responses

■ Yes ■ No ■ NC



### Q.7 If yes, type of collaboration: (can select multiple options)

a) Development of programmes, curriculum design, unit writing etc.

Total number of experts involved: 13

MATS – 10

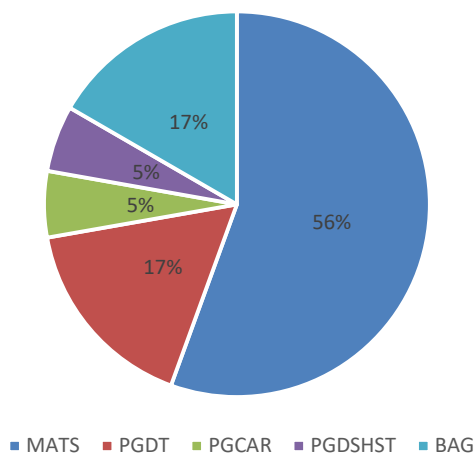
PGDT – 3

PGCAR – 1

PGDSHST - 1

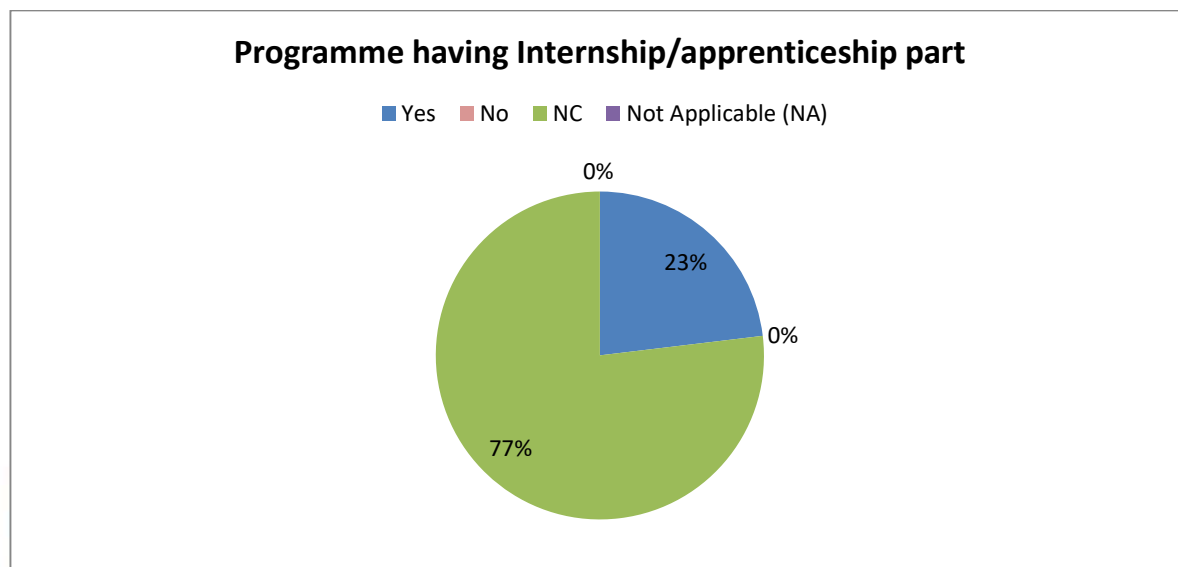
BAG – 3

### Involvement in each programme



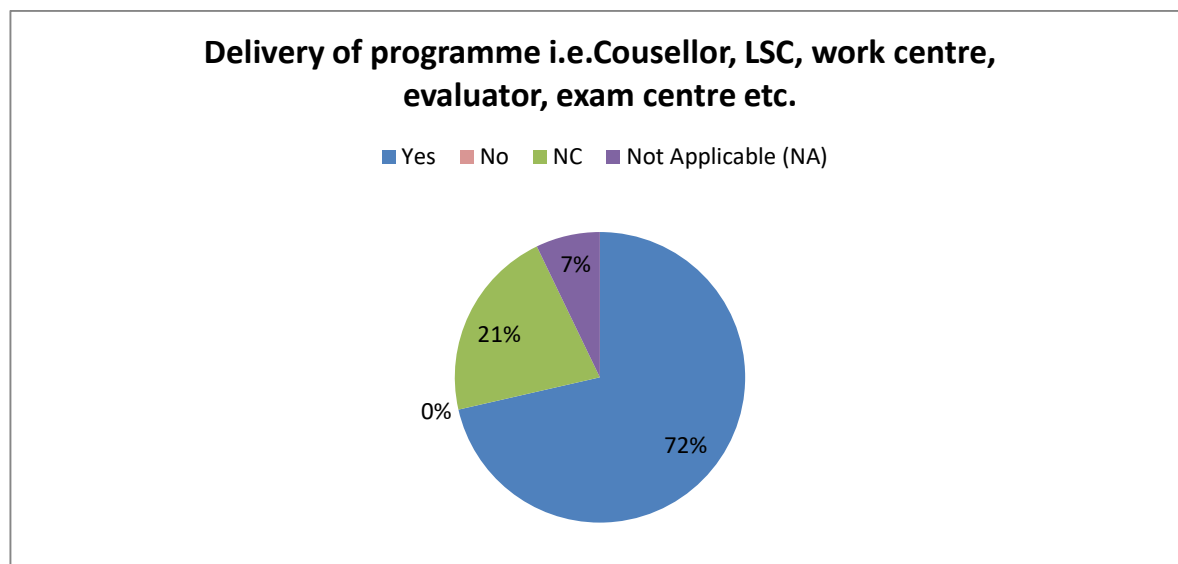
**b) Internship/apprenticeship**

Yes	–	3
No	–	0
No Comments	–	10
Not applicable	–	0



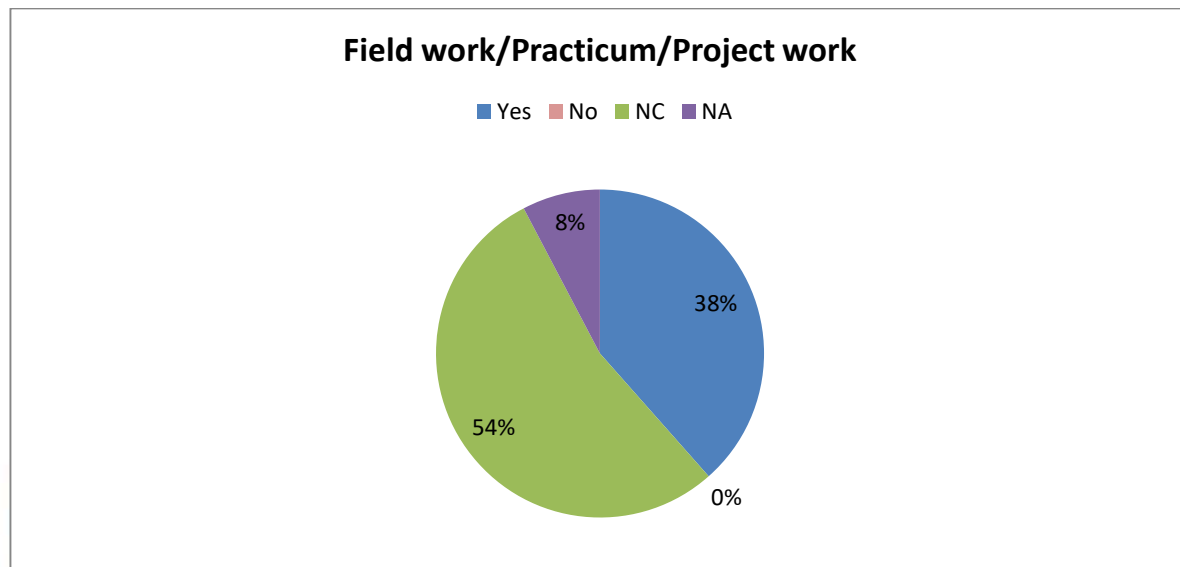
**c) Delivery of programme i.e.Cousellor, LSC, work centre, evaluator, exam centre etc.**

Yes	–	10
No	–	0
No Comments	–	3
Not applicable	–	1



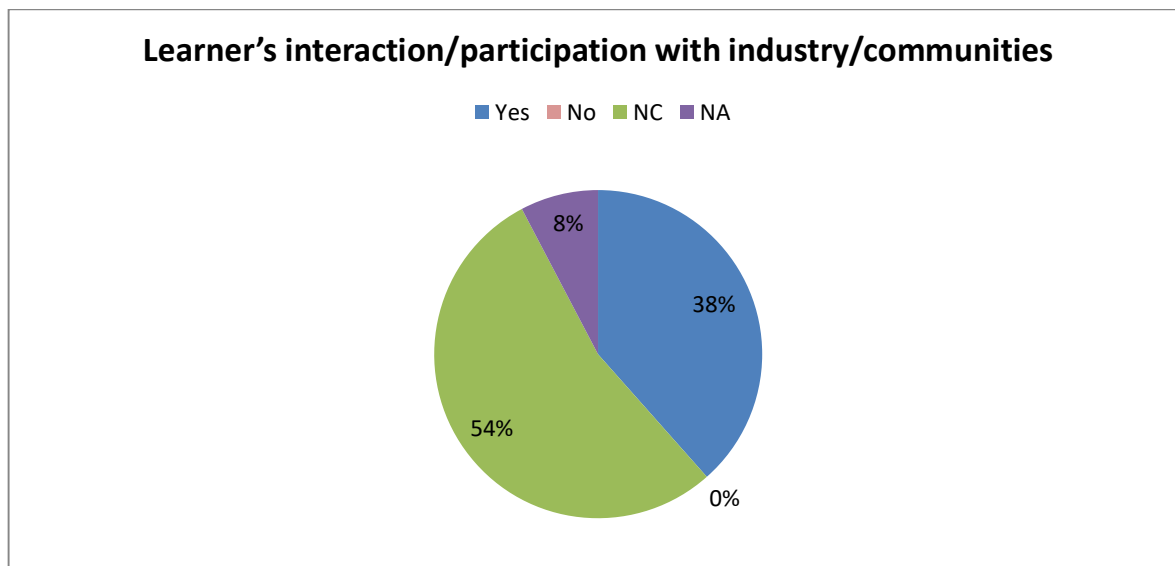
d) Field work/Practicum/Project work

Yes	–	5
No	–	0
No Comments	–	7
Not applicable	–	1



**Q.8 Does your programme entail learner's interaction/participation with industry/communities?**

Yes	–	5
No	–	0
No Comments	–	7
Not applicable	–	1





**Q.9 If yes, list the activity(ies):**

- Using Machine Translation Systems

**Q.10 How to bridge the gap between HEIs and industry/communities? Give your suggestion**

- Faculty and Students exchange programme among Higher Education Institutions and their engagements with industry/community.
- Through the translation of technical terms in communicative way, it can be done through the field work, by understanding the necessity of a communicative proper language which can be used within the industrial workplace and it should be friendly to the consumer or target community.
- Regular meetings either online or offline.
- Collaboration.
- Internships.
- Campus placements.
- Do continuous market study and build/change course offering accordingly.
- Have regular counseling, may be after every Semester.

**Theme Three: Contribution towards Sustainable Development Goals and LiFE (Life for Environment)**

**Q.11 Specify the areas of Sustainable Development Goals incorporation in the programme**

Out of the 13 experts 7 experts did not comment on the incorporation of Sustainable Development Goals in the programme. The remaining six experts listed the following Sustainable Development Goals being incorporated in their respective programmes:

- SDG no. - 4,5,8,9,
- SDG no. - 4,5
- SDG no. - 1,4,16,17
- SDG no. - 4,5,9,16,17
- SDG no. - 4,5,10,16
- SDG no. - 4,5,10,16

**Q.12 Give your three suggestions to make the University Campus Clean and Green**

- Save electricity by using energy-efficient products.
- Recycling of plastic, glass, papers, etc.
- Plant more and more trees which will help in controlling climate change.
- Plastic free campus.
- Adopting plants.
- Installation of Dustbins.
- Involving students, researchers and the educated lot among the underemployed and the unemployed in paid cleaning-picnics.

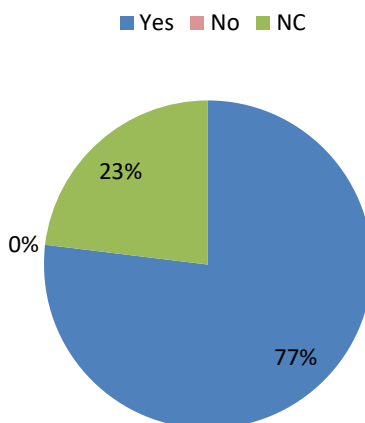
- Participate in and mobilize participation for clean-up drives of cities and water bodies.
- Discard gadgets in nearest e-recycling units.
- Regular monitoring.
- Awareness Programme/Drive.
- Restrict use of Plastic and minimize the use of paper.
- Carry a non-plastic water bottle while stepping out of home.
- Use cloth bags for shopping for groceries instead of plastic bags.
- By encouraging use of public transport.
- By segregation of dry and wet waste.
- By avoiding use of plastic bottles.
- By reducing paper use.
- Planting of Trees
- Cleanliness Drive
- Clean Toilets.
- No Plastic Bags.
- Smoking Area.
- Develop Roof Garden.
- Educate the people about your objectives.
- Place garbage and waste collection utilities at all convenient places and use bio-degradable disposal mechanism for disposal.
- Allow greater participation of faculty and staff in efforts of the University towards Clean and Green Campus.

**Q.13 What are lifestyle changes you have made/or intend to make in line with LiFE (Lifestyle for Environment)? (Specify Yes/No)**

**a) Carry a non-plastic water bottle while stepping out of home.**

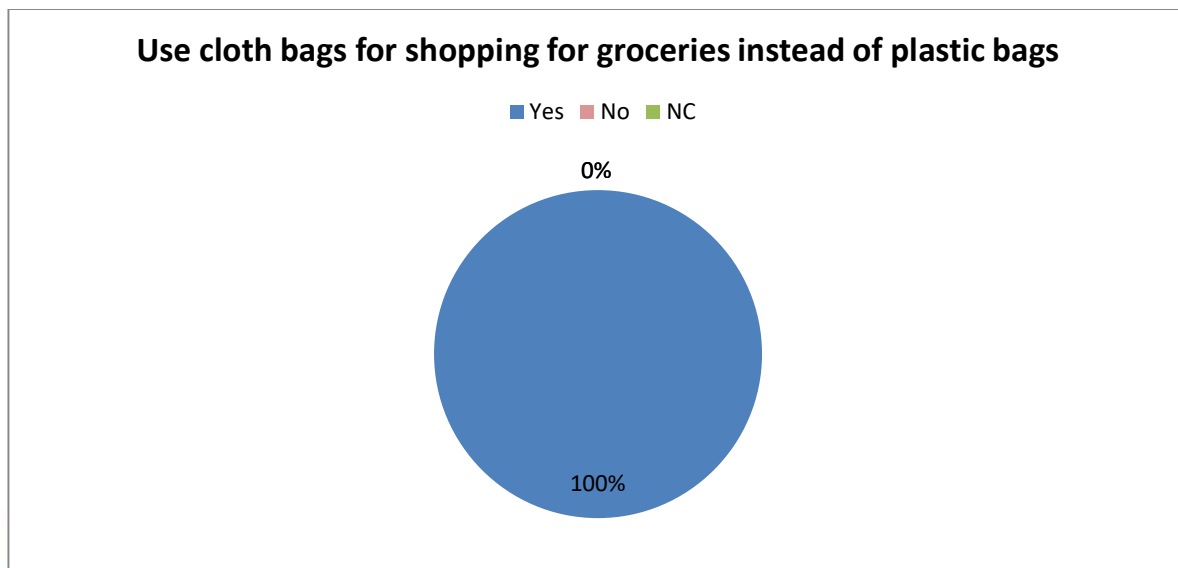
Yes	–	10
No	–	0
No Comments –		3

**Carry a non-plastic water bottle while stepping out of home**



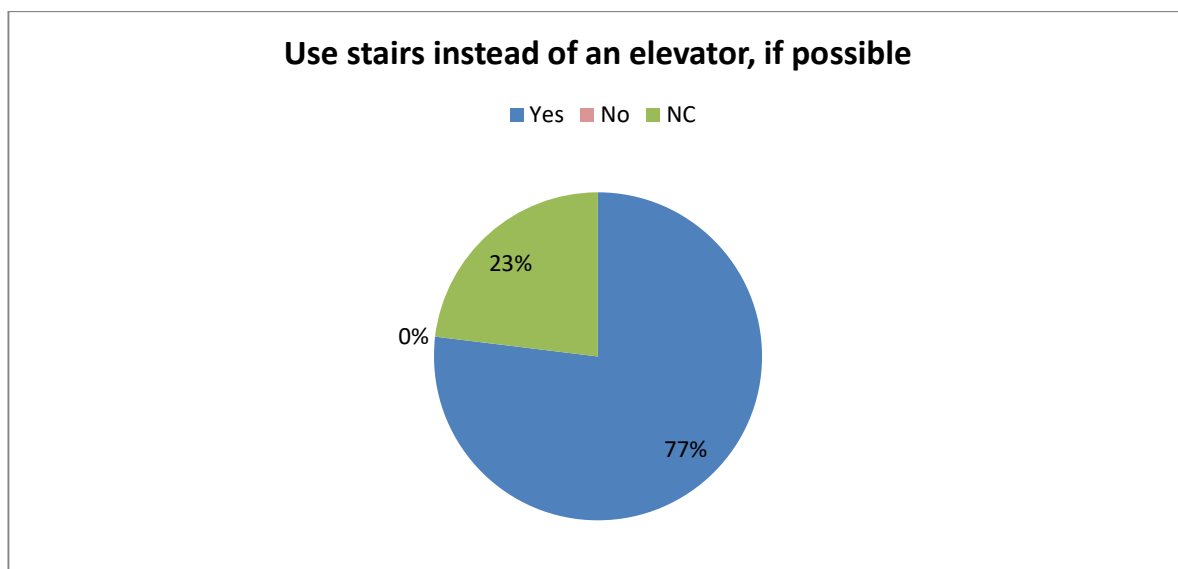
**b) Use cloth bags for shopping for groceries instead of plastic bags**

Yes	–	13
No	–	0
No Comments	–	0



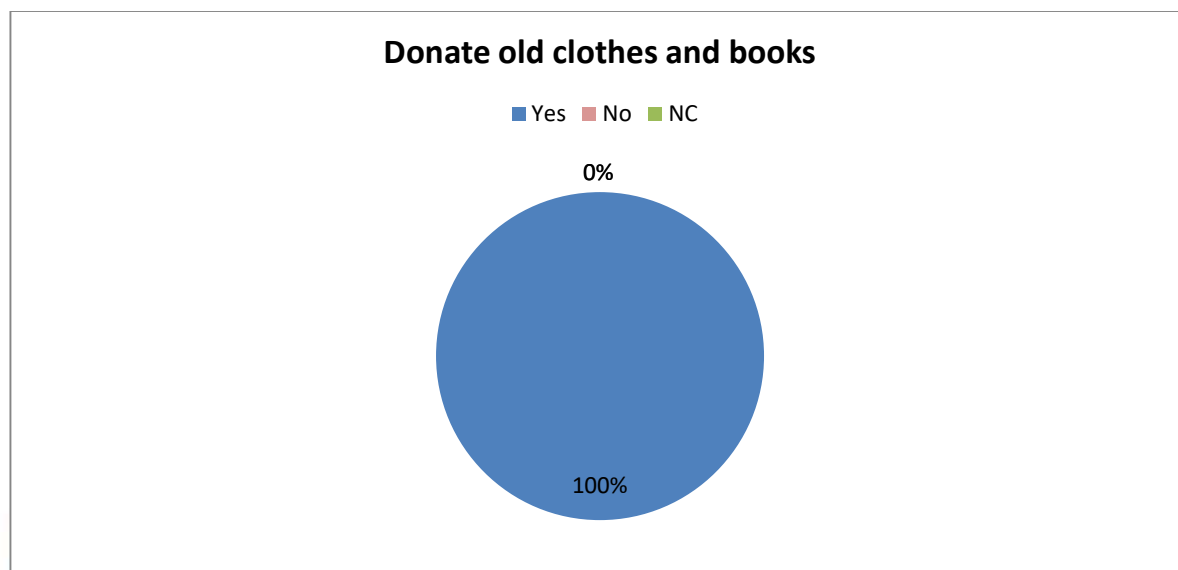
**c) Use stairs instead of an elevator, if possible**

Yes	–	10
No	–	0
No Comments	–	3

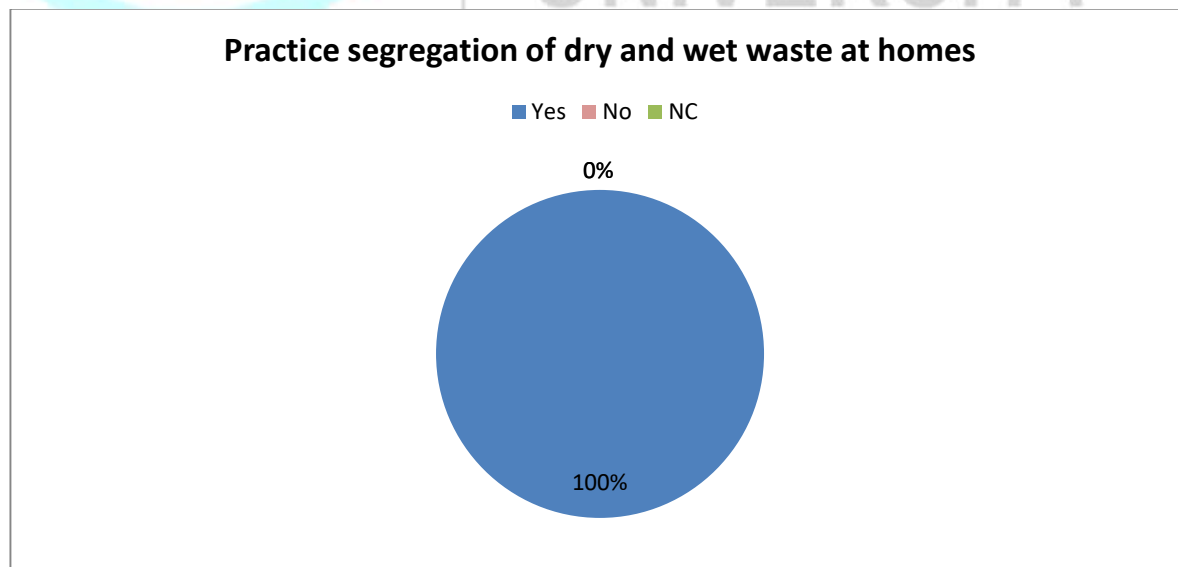


**d) Donate old clothes and books**

Yes	–	13
No	–	0
No Comments	–	0

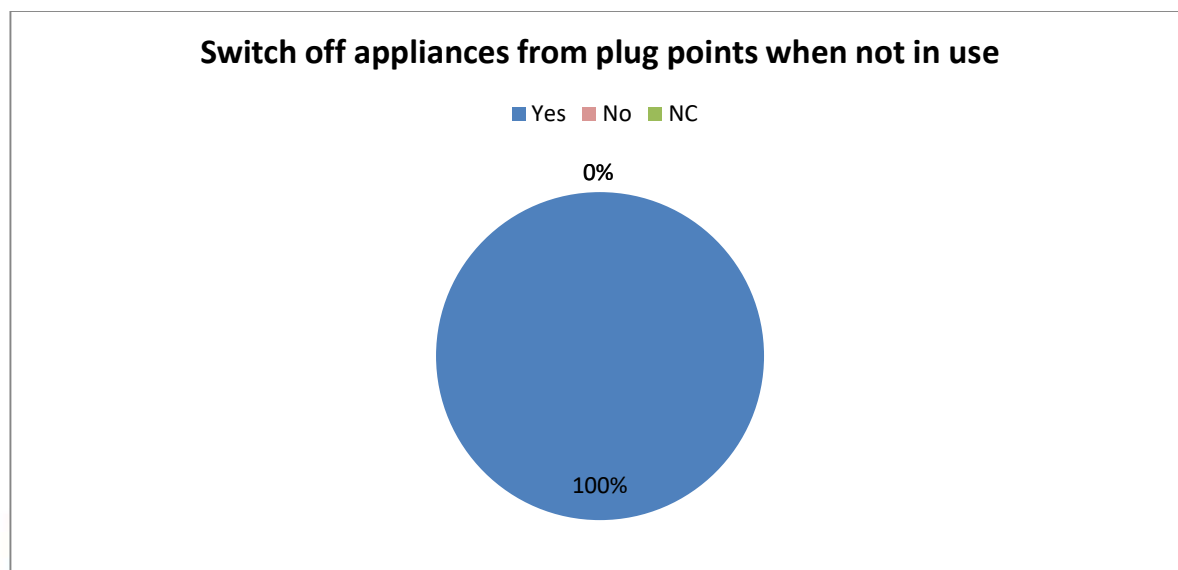
**e) Practice segregation of dry and wet waste at homes**

Yes	–	13
No	–	0
No Comments	–	0



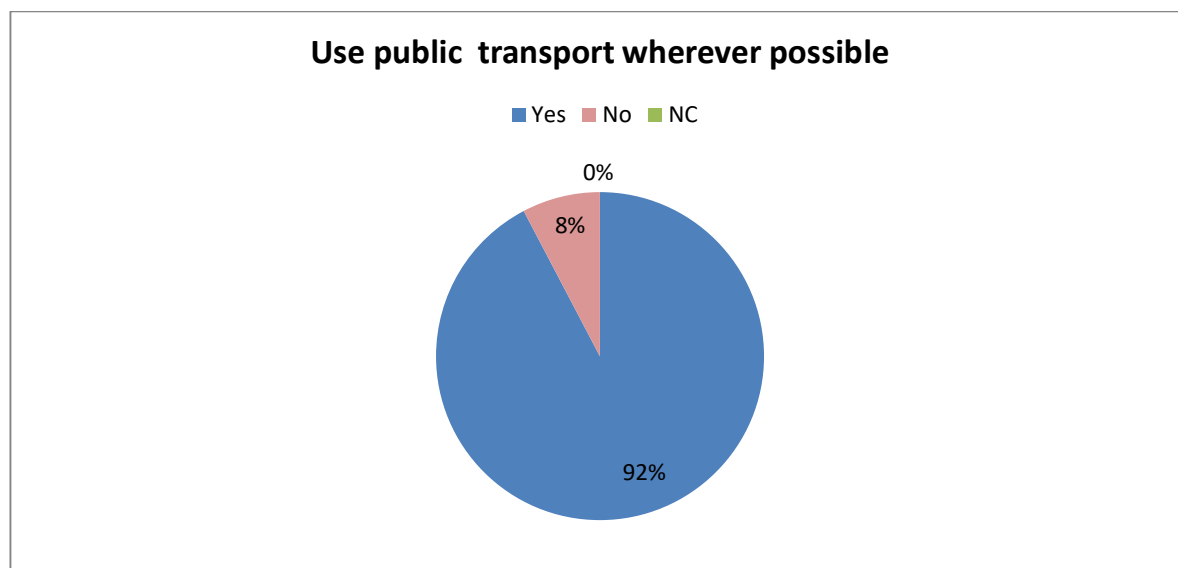
**f) Switch off appliances from plug points when not in use**

Yes	–	13
No	–	0
No Comments	–	0



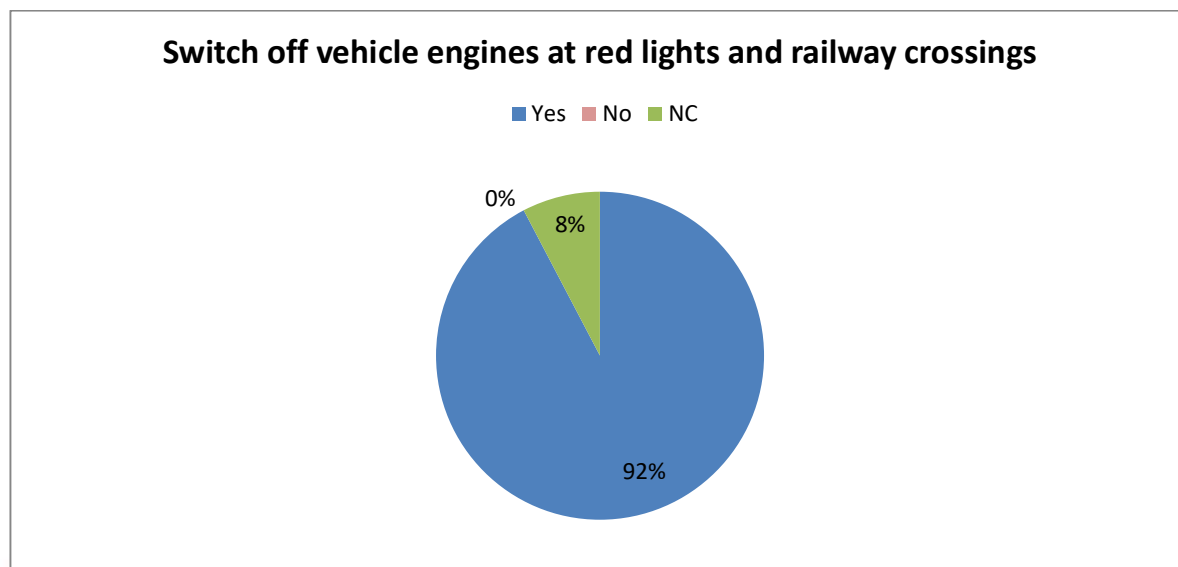
**g) Use public transport wherever possible**

Yes	–	12
No	–	1
No Comments	–	0



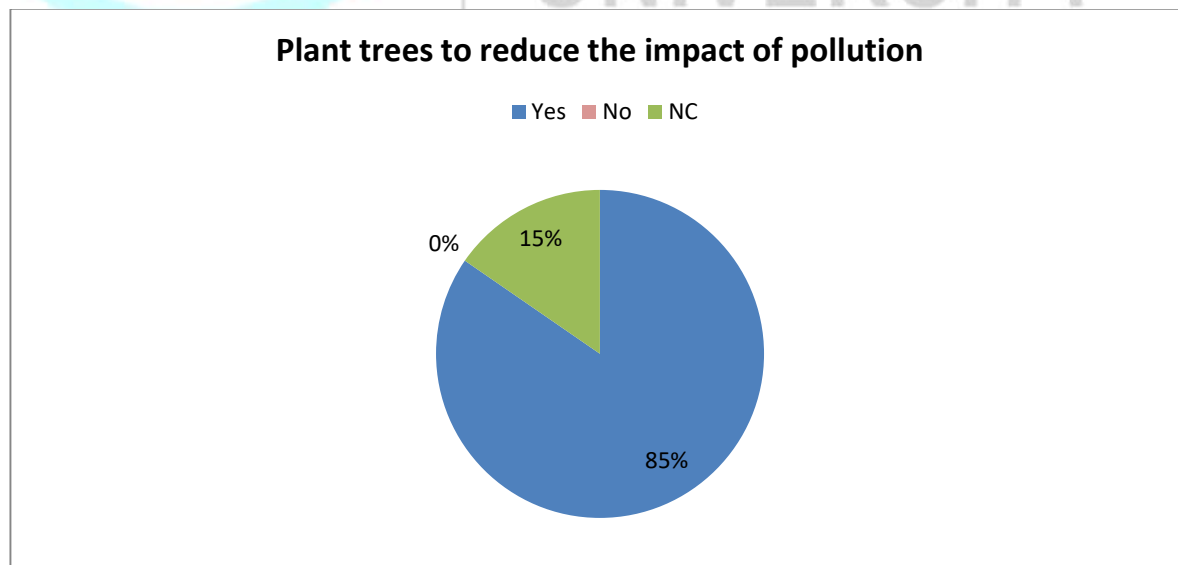
**h) Switch off vehicle engines at red lights and railway crossings**

Yes	–	12
No	–	0
No Comments	–	1



**i) Plant trees to reduce the impact of pollution**

Yes	–	11
No	–	0
No Comments	–	2



**j) Feed unused and uncooked vegetables leftovers to cattle/pets/street animals**

Yes	–	12
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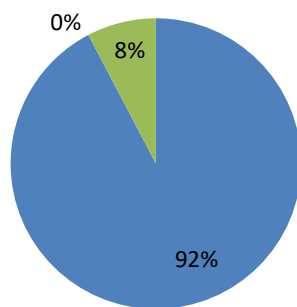


No – 0

No Comments – 1

### Feed unused and uncooked vegetables leftovers to cattle/pets/street animals

■ Yes ■ No ■ NC



### k) Pre-soak heavy pots and pans before washing them

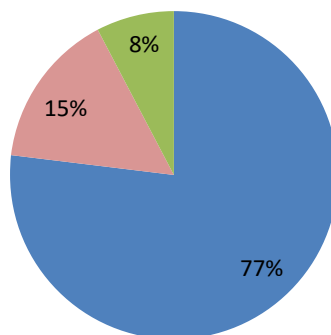
Yes – 10

No – 2

No Comments – 1

### Pre-soak heavy pots and pans before washing them

■ Yes ■ No ■ NC



### l) Use steel/recyclable plastic lunch boxes and water bottles

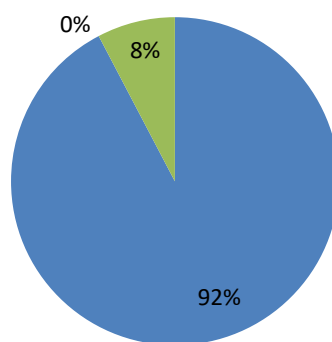
Yes – 12

No – 0

No Comments – 1

### Use steel/recyclable plastic lunch boxes and water bottles

■ Yes ■ No ■ NC

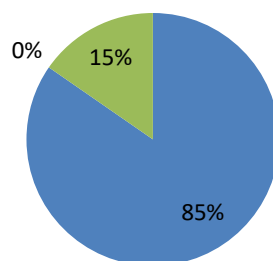


### m) Cut the packaging bags use for mils, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.

Yes	–	11
No	–	0
No Comments	–	2

### Cut the packaging bags use for mils, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.

■ Yes ■ No ■ NC

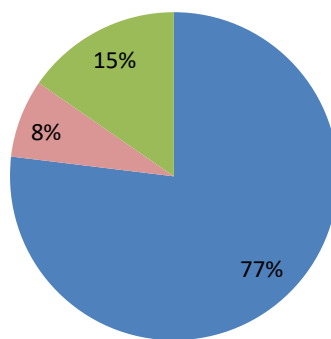


### n) Defrost fridge or freezer regularly

Yes	–	10
No	–	1
No Comments	–	2

### Defrost fridge or freezer regularly

■ Yes ■ No ■ NC

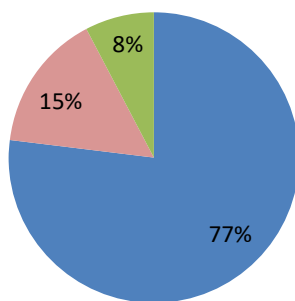


### o) Create kitchen gardens/terrace gardens at homes/schools/offices

Yes	–	10
No	–	2
No Comments	–	1

### Create kitchen gardens/terrace gardens at homes/schools/offices

■ Yes ■ No ■ NC

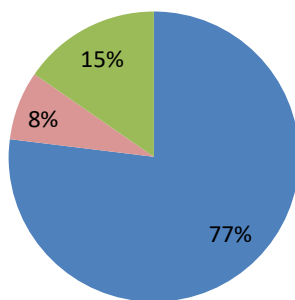


### p) Reuse water drained out from AC/RO for cleaning utensils, watering plants and others

Yes	–	10
No	–	1
No Comments	–	2

**Reuse water drained out from AC/RO for cleaning utensils,  
watering plants and others**

■ Yes ■ No ■ NC

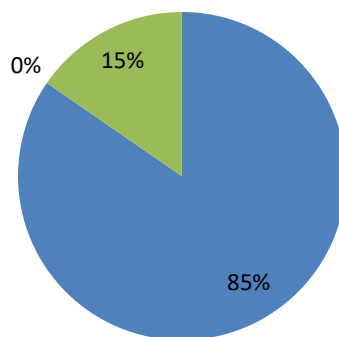


**q) Set printer default to double-side printing**

Yes	–	11
No	–	0
No Comments	–	2

**Set printer default to double-side printing**

■ Yes ■ No ■ NC

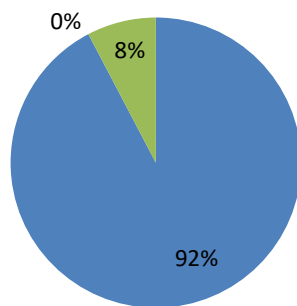


**r) Encourage use of indigenous herbs and medicinal plants such as neem,  
tulsi, giloy, mint, curry leaves, ashwagandha, etc.**

Yes	–	12
No	–	0
No Comments	–	1

**Encourage use of indigenous herbs and medicinal plants such as neem, tulsi, giloy, mint, curry leaves, ashwagandha, etc.**

■ Yes ■ No ■ NC

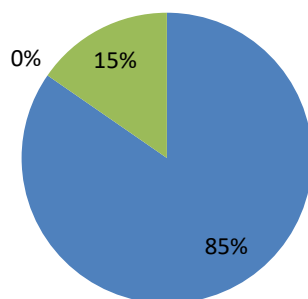


**s) Initiate and/or join green clubs in your residential area/school/office**

Yes	–	11
No	–	0
No Comments	–	2

**Initiate and/or join green clubs in your residential area/school/office**

■ Yes ■ No ■ NC

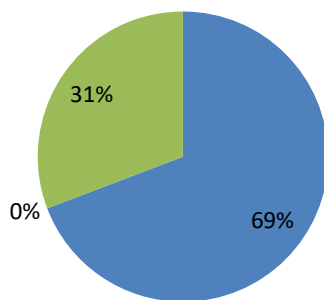


**t) Participate in and mobilize participation for clean-up drives of cities and water bodies.**

Yes	–	9
No	–	0
No Comments	–	4

**Participate in and mobilize participation for clean-up drives of cities and water bodies.**

■ Yes ■ No ■ NC

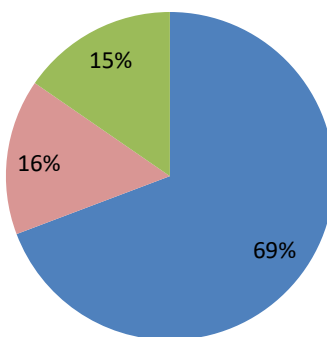


**u) Discard gadgets in nearest e-recycling units**

Yes	–	9
No	–	2
No Comments	–	2

**Discard gadgets in nearest e-recycling units**

■ Yes ■ No ■ NC



**Any other.....**

- Teach my children to use half turn or quarter turn water taps, regulators for fans and efficient electrical gadgets with energy saving technology.
- Collecting fruit-seeds and conserving it for sowing.
- Use of pitcher (earthen pots) in summer.

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