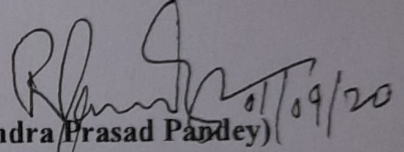# IGNOU
(School of Translation Studies & Training)
·····

Sub: **ATR on Feedback Analysis Report based on feedback received from Subject Experts and Teachers**

After going through the Feedback Analysis Reports it was found that no observation was made by the respondents relating to any discrepancy and no suggestion was made for further improvisation of the programmes offered by the School of Translation Studies and Training (SOTST). However, the School is under process of major revision of 'P.G. Diploma in Translation' (PGDT) programme keeping in view the updation and inclusion of latest knowledge, research and innovative inputs available in the domain. The School has also launched M.A. (Translation Studies) through Online mode from July 2020. The School is also adopting the ICT tools for academic counseling and research supervision for the ongoing academic programmes of the School. The feedback will also be utilized for the programmes under development.

(Rajendra Prasad Pandey) 01/09/20
Director (SOTST)

प्रोफेसर राजेन्द्र प्रसाद पाण्डेय
Prof. Rajendra Prasad Pandey
निदेशक/Director
अनुवाद अध्यन एवं प्रशिक्षण विद्यापीठ
School of Translation Studies And Training
इ.गां.रा.मु.वि., मैदान गढ़ी, नई दिल्ली-110068
IGNOU, Maidan Garhi, New Delhi-110068

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF TRANSLATION STUDIES AND TRAINING (SOTST)

FEEDBACK ANALYSIS REPORT OF SUBJECT EXPERTS ON THE TEACHING-LEARNING PROCESS

1.0: Preamble

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

The School of Translation Studies and Training (SOTST) elicited feedback from subject experts on the design and development of curriculum of SOTST Programmes to 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 in practice in the professional careers of the learners enrolled in programmes like Research Programmes (M.Phil. and Ph.D) 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). It will also help School in seeking the required inputs so that the learners are well-versed with the concepts of the designed curricula and also have specialisation in the domain areas of the discipline. The School having the main objective of reaching the distance learners through quality programmes so that more learners are benefitted which in turn help in developing more qualitative professionals in the field of Translation. The feedback from the subject experts will essentially help in maintaining the quality standards which IGNOU has been doing since its inception.

2.0: About the School and experts involved

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

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. Ph.D. and M.Phil in Trasnlation Studies with course work. Two programmes are under development i.e. 'P.G. Diploma in Sindhi-Hindi-Sindhi Translation' and 'Anuvad evam Rupantaran mein Snatakottar Pramanpatra Karyakram'. One programme – Post-Graduate Diploma in Translation (PGDT) - is under revision.

The subject experts involved in design, development and approval of the curriculum are (1) Prof. H.C. Pande, JNU (2) Prof. P.C. Tandon, Delhi University (3) Prof. Ram Chandra, JNU (4) Prof. C. Annapoorna, Hyderabad (5) Prof. D.S. Navin, JNU (6) Mr. S.N. Singh, Delhi (7) Prof. Jaideep Sharma, SOSS, IGNOU; (8) Prof. J.K. Shrivastava, SOH (9) Prof. Nandini Sahu, SOH;

(10) Prof V.V. Subrahmanyam, SOCIS; (11) Dr. Mukesh Kumar, SOA (12) Dr. Vishal Warpa, SOS; and (13) Dr. Sonia Sharma, SOTHSM.

3.0: Methodology

(Briefly write about the feedback tool and the methodology adopted in getting the response from the subject experts in 150-200 words)
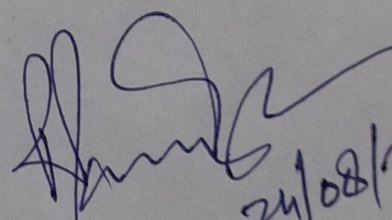
Generally Likert-type scales are frequently used in education and educational research to elicit responses for the statements for the purpose of analysis. Common uses include end-of-rotation curriculum inputs for the training in the subject area feedback, faculty evaluations on the learners, and assessment 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 assessments on the design and development of the different programmes offered by SOTST with **strongly agree (SA), agree (A), Neutral (N), strongly disagree (SDA) and disagree (DA)**. 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 13 filled-in questionnaires, received from the subject experts, all respondents responded on the 10 statements mentioned in the questionnaire. The statements received from the respondents are **strongly agree (SA) – 67%; Agree (A) – 19%; Neutral (N) – 9%; strongly disagree (SDA) – NIL; and disagree (DA) – NIL. Out of 10 given questions, 3 (5%) were not responded by two subject experts each.**

The inference from the above analysis is that the design and development of the curriculum of different Programmes of SOTST are strongly agreed by the subject experts.

4.0: Feedback of Subject Experts

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

24/08/20

प्रोफेसर राजेन्द्र प्रसाद पाण्डेय
Prof. Rajendra Prasad Pandey
निदेशक/Director
अनुवाद अध्यन एवं प्रशिक्षण विद्यापीठ
School of Translation Studies And Training
इ.गां.रा.मु.वि., मैदान गढ़ी, नई दिल्ली-110068
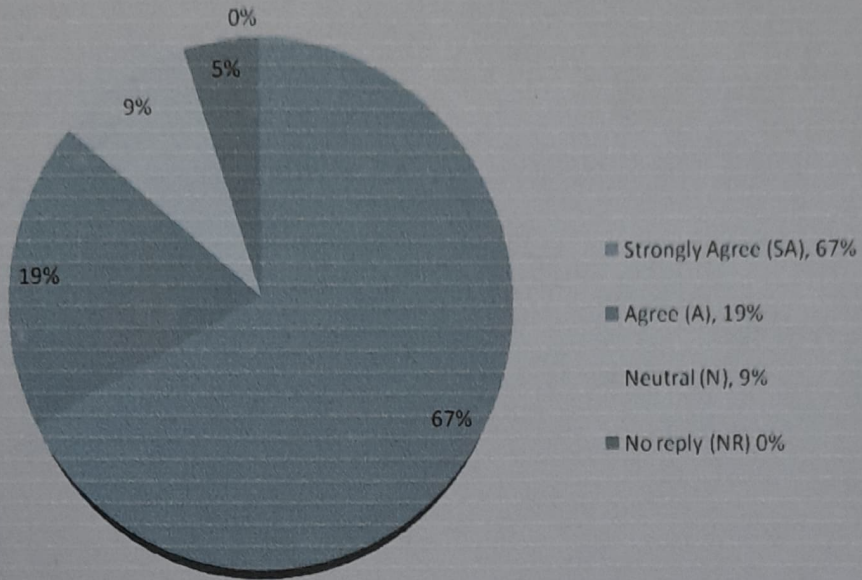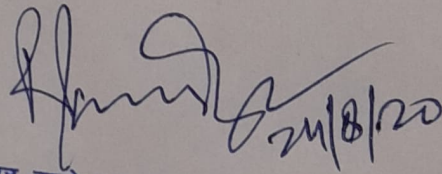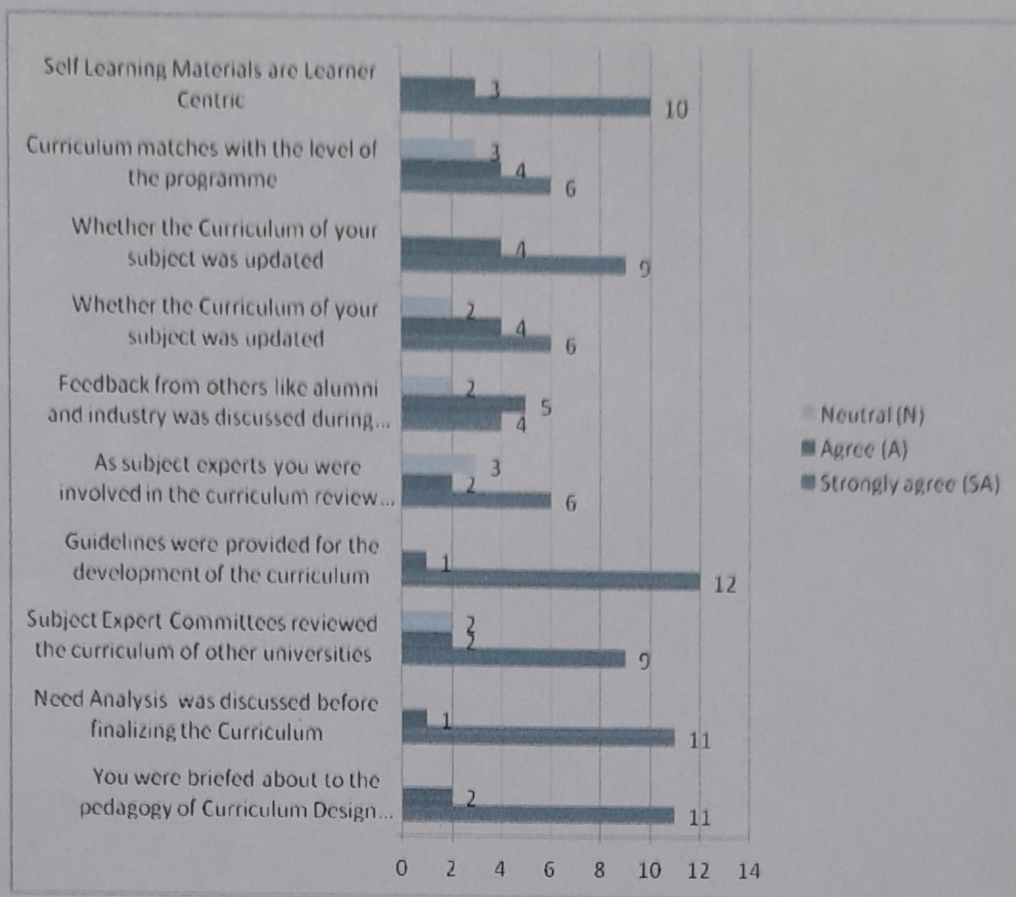IGNOU, Maidan Garhi, New Delhi-110068

Feedback of Subject Experts

Chart – 1

Note: Out of Ten given questions Three (3) were not responded by two (2) subject experts each

Chart – 2

5.0: Analysis of the Feedback received
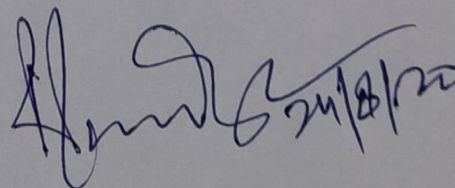**(Discuss about the item-wise/question-wise feedback)**

Out of the 13 filled-in questionnaires, received from the subject experts, all respondents responded on the 10 statements mentioned in the questionnaire. The statements received from the respondents are *strongly agree (SA) – 67%; Agree (A) – 19%; Neutral (N) – 9%; strongly disagree (SDA) – NIL; and disagree (DA) – NIL. Out of 10 given questions, 3 (5%) were not responded by two subject experts each (5%).*

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

Q.1   **You were briefed about to the pedagogy of Curriculum Design Development in an OU**

Strongly agree (SA) – 11

Agree (A) – 2

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Q.2   **Need Analysis was discussed before finalizing the Curriculum**

Strongly agree (SA) – 11

Agree (A) – 1

No reply was given by 1 (one) expert

Q. 3   **Subject Expert Committees reviewed the curriculum of other universities**

Strongly agree (SA) – 9

Agree (A) – 2

Neutral (N) – 2

Q.4   **Guidelines were provided for the development of the curriculum**

Strongly agree (SA) – 12

Agree (A) – 1

Q.5   **As subject experts you were involved in the curriculum review process**

Strongly agree (SA) – 6

Agree (A) – 2

Neutral (N) – 3

No reply was given by 2 (two) experts

Q.6   **Feedback from others like alumni and industry was discussed during the framing of curriculum**

Strongly agree (SA) – 4

Agree (A) – 5

Neutral (N) – 2

No reply was given by 2 (two) experts

Q.7   **Whether the Curriculum of your subject was updated**

Strongly agree (SA) – 6

Agree (A) – 4

Neutral (N) – 2

No reply was given by 1 (one) expert

5

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Q.8 **Whether the Curriculum of your subject was updated**

Strongly agree (SA) – 9

Agree (A) – 4

Q.9 **Curriculum matches with the level of the programme**

Strongly agree (SA) – 6

Agree (A) – 4

Neutral (N) – 3

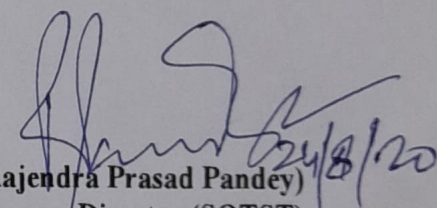**Q.10** **Self Learning Materials are Learner Centric**

Strongly agree (SA) – 10

Agree (A) – 3

6.0: Conclusion and recommendations

The respondents strongly agreed about the process and methodologies adopted for designing and development of the curriculum and programmes. They also recommended for the programmes under development and revision.

7.0: Annexure (Enclose Questionnaire format)   : Enclosed

(Rajendra Prasad Pandey) 24/8/20
Director (SOTST)

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