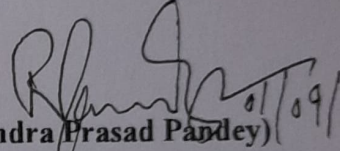


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Sub: ATR on Feedback Analysis Report based on feedback received from Subject Experts and Teachers

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.


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

**FEEDBACK ANALYSIS REPORT OF TEACHERS ON THE DESIGN OF THE
CURRICULUM**

1.0: Preamble

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

The School of Translation Studies and Training (SOTST) elicited feedback from teachers on the design of curriculum of Programmes of SOTST to facilitate in designing the qualitative and learner friendly curriculum for the distance learners. This will be useful in understanding and applying the knowledge gained through the programmes in practice 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). Also it helps the School to seek required inputs to enable the School to construct the curriculum which makes the learners well-versed with the concepts of the designed curricula and to also have specialisation in the domain areas of the disciplines. 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 teachers will essentially help in maintaining the quality standards which IGNOU has been doing since its inception.

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 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 Translation 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.

Four working faculty i.e. Prof. Rajendra Prasad Pandey, Prof. Jagdish Sharma, Dr. Harish Kumar Sethi; and Dr. Jyoti Chawla are 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)

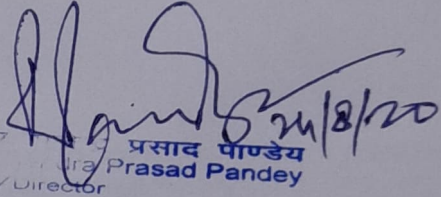
Generally Likert-type scales are frequently used in education and educational research to elicit responses for the statements for the purpose of analysis. Common uses include end-of-rotation curriculum inputs for the training in the subject area feedback, faculty evaluations on the learners, and assessment of performance after an educational intervention. SOTST employed Likert 2 point scale used by respondents to rate the degree to which they agree or disagree by 'Yes' or 'No' statement for the entire outcome assessments on the design of the different programmes offered by SOTST with 'Affirmative' (Yes) and 'Negative' (No). 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 4 filled in questionnaires received from the teachers, in the given 10 statements asked in the questionnaire, the response was 'Affirmative' (Yes) – 4 i.e. 100% and 'Negative' (No) – NIL i.e. 0%.

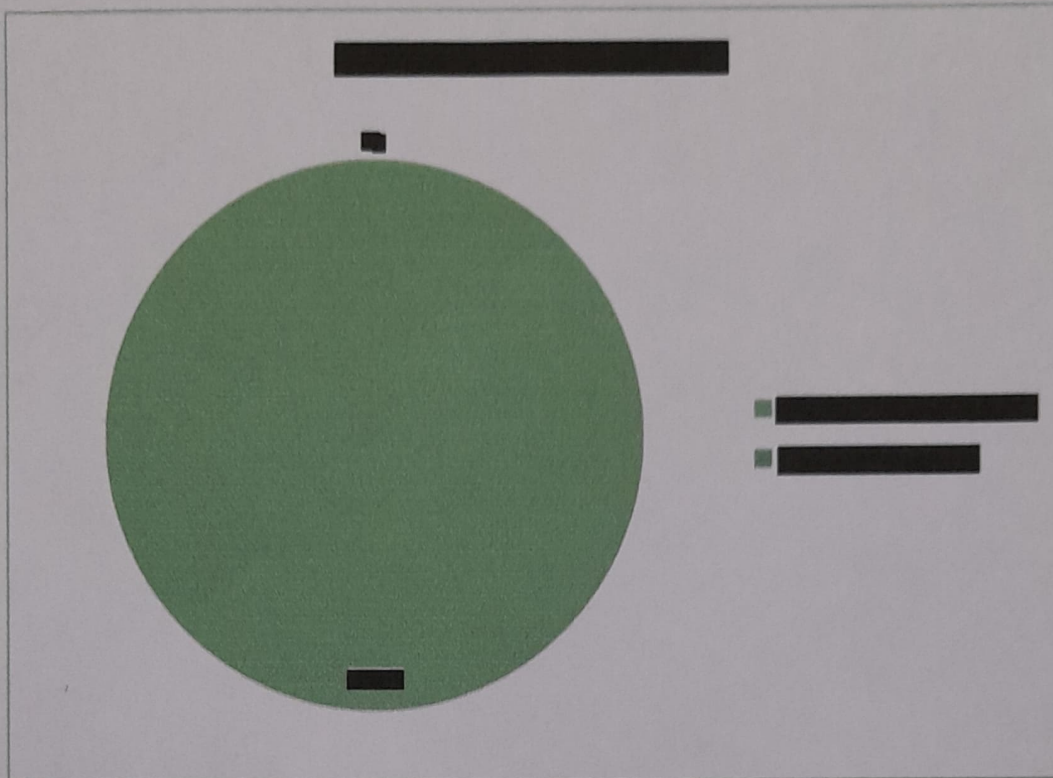
The inference from the above analysis reflect that the design of the curriculum of different Programmes of SOTST are affirmed by the teachers.

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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5.0: Analysis of the Feedback received

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

The questionnaire consisting of 10 questions relating to design of the curricula. All the 4 filled in questionnaires received from the respondents reflect 100% in affirmation.

6.0: Conclusion and recommendations

All the respondents answered affirmatively for the procedure adopted in design of the curricula and programmes offered by the School.

7.0: Annexure (Enclose Questionnaire format) : Enclosed

(Rajendra Prasad Pandey)

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