

Minutes of the 61st School Board of the School of Humanities (SOH), Indira Gandhi National Open University

The 61st Meeting of the School Board of the School of Humanities was held on 25th August, 2020 at 11:30 a.m. online.

The following were present:-

Prof. Malati Mathur
Chairperson and Director
School of Humanities (SOH)

SOH Faculty Members – Professors (ex-officio)

- i) Prof. Shatrughna Kumar, Prof. of Hindi, SOH, IGNOU
- ii) Prof. Neera Singh, Prof. of English, SOH, IGNOU
- iii) Prof. Smita Chaturvedi, Prof. of Hindi, SOH, IGNOU
- iv) Prof. Nandini Sahu, Prof. of English, SOH, IGNOU
- v) Prof. Jitendra Kumar Srivastava, Prof. of Hindi, SOH, IGNOU
- vi) Prof. Parmod Kumar, Prof. of English, SOH, IGNOU

Members – SOH (IGNOU)

- i) Dr. Pema Eden Samdup, Assoc. Prof. of English, SOH, IGNOU
- ii) Ms. Mridula Rashmi Kindo, Assoc. Prof. of English, SOH, IGNOU
- iii) Dr. Malathy A, Asst. Prof. of English, SOH, IGNOU

Members – outside SOH (IGNOU)

- i) Prof. Neera Kapoor, SOS, IGNOU
- ii) Dr. Anjali C. Rametke, Assoc. Prof., SOMS, IGNOU

External Members

- i) Prof. Surabhi Bharati, Prof. of English, EFLU, Hyderabad
- ii) Prof. Simi Malhotra, Prof. of English, Jamia Millia Islamia, New Delhi
- iii) Prof. Dinesh Kumar Choubey, Prof. of Hindi, North Eastern Hill University, Shillong
- iv) Prof. Ramakant Pandey, Director, Mukta Swadhyaya Peetham(MSP) Rashtriya Sanskrit Sansthan, New Delhi
- v) Dr. Madhav Kaushik, Vice-president, Sahitya Akademi, Chandigarh

Special Invitees

- i) Dr. Qudsia Nasir, Consultant Urdu, SOH, IGNOU
- ii) Dr. Abdul Hafeez, Consultant Urdu, SOH, IGNOU
- iii) Dr. Arpita Tripathi, Consultant Sanskrit, SOH, IGNOU



Prof. Nehal A. Farooquee, School of Extension & Development Studies, IGNOU and Dr. Shashi Bhushan, Assoc. Prof., School of Computer and Information Sciences, IGNOU could not attend the meeting of the School Board.

The Chairperson of the School Board, Director SOH welcomed the School Board Members and thanked them for making it convenient to attend the meeting. Director SOH presented a detailed report of events and activities conducted by the school. The members appreciated the efforts and commended the school on its achievements in spite of the lockdown.

The following Agenda items were placed before the School Board Members, discussed and deliberated upon, and the following decisions were made:-

- 61.1** Confirmation of the Minutes of the 60th Meeting of the School Board of the School of Humanities held on 21 Feb 2020.

60th Meeting of the School Board of the School of Humanities was held on 21 Feb 2020. The minutes were circulated among the members of the School Board for their comments/observations. No comments were received on the minutes.

60th School board minutes were confirmed. (**Annexure 1**)

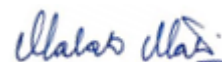
- 61.2** Action Taken Report on the Minutes of the 60th Meeting of School Board held on 21 Feb 2020.

The Action Taken Report on the minutes of the 60th Meeting of the School Board held on 21 Feb 2020 was placed before the Board.

Action Taken Report was confirmed. (**Annexure 2**)

- 61.3** To consider and approve two Feedback Analysis Reports, one based on the feedback from SOH Faculty Members and another from External Experts, required by CIQA for fulfilling NAAC's quality assurance guidelines.

The School Board considered and approved these two Feedback Analysis Reports. (**Annexure 3A & 3B**)



- 61.4** To consider and approve post facto the name of Prof. Anju S Gupta as Course writer of BAG course BEGS-183 (Writing and Study Skills).

The School Board considered and approved post facto the name of Prof. Anju S Gupta as Course writer. **(Annexure 4)**

- 61.5** To consider and approve the name of Prof. Anju S Gupta as Course editor of BAG course BEGG-173 (Academic Writing and Composition).

The School Board considered and approved the name of Prof. Anju S Gupta as Course editor. **(Annexure 5)**

- 61.6** To consider and approve the alternative option of Project work for the Students of PGDBP who are not able to do the Training and credit assignment (of 2 credits) to Viva.

The members discussed the proposal in great detail and approved giving learners the option of submitting a project plus viva as an alternative to the existing training plus viva. It was also discussed and approved to assign 2 credits to the Viva-Voce and the total credit weightage would be 30 credits. The viva would be conducted online. **(Annexure 6)**

- 61.7** To consider and approve the names of Course writers for CBCS BA Hindi Hons. courses BHDC-108 (Bhasha Vigyaan aur Hindi Bhasha), BHDC-109 (Hindi Upanyaas) and BHDE-143 (Premchand).

The School Board considered and approved the names of the course writers for CBCS BA Hindi Hons. courses BHDC-108, BHDC-109 and BHDE-143. **(Annexure 7)**

- 61.8** To consider and approve the names of unit writers for CBCS courses: BHDC-104, BHDC-105, BHDC-133, BHDE-144, BHDC-113 and BHDS-186.

The School Board considered and approved the names of unit writers for CBCS courses: BHDC-104, BHDC-105, BHDC-133, BHDE-144, BHDC-113 and BHDS-186. **(Annexure 8A & 8B)**



- 61.9** To consider and approve the name of Prof. Ramakant Pandey as course editor of MA Sanskrit courses MSK-001 (Sanskrit Sahityashaashtra evam Sahitya) and MSK-002 (Vyakaran).

The School Board considered and approved the name of Prof. Ramakant Pandey as course editor of MA Sanskrit courses MSK-001 and MSK-002. **(Annexure 9)**

- 61.10** To consider and approve the names of unit writers for MA Sanskrit courses MSK-001 (Sanskrit Sahityashaashtra evam Sahitya), MSK-003 (Darshan: Nyaay, Vedaant, Saankhy aur Meemansa) and MSK-005 (Vaidik Vangmay evam Bhartiya Sanskriti aur Sabhyata).

The School Board considered and approved the names of unit writers for MA Sanskrit courses MSK-001, MSK-003 and MSK-005. **(Annexure 10)**

- 61.11** To consider and approve the name of unit writer for CBCS BA Sanskrit Course BSKC-133 (Sanskrit Naatak).

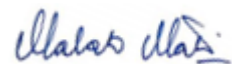
The School Board considered and approved the name of unit writer for CBCS BA Sanskrit Course BSKC-133. **(Annexure 11)**

- 61.12** To consider and approve names for the Experts Committee of MA (Urdu) Programme.

The School Board considered and approved the names for the Experts Committee of MA (Urdu) Programme. **(Annexure 12)**

- 61.13** To consider and approve the lists of evaluators, question paper setters and question paper moderators for all courses of Urdu Programmes BAG, BULE, DUL and CUL: BAG Urdu courses (BAG-131, BAG-132, BAG-133, BAG-134, BUDE-141, BUDE-142, BULE-001, BULE-001, BULE-003, BULE-004, BULE-005, BULE-006), DUL Courses (OULE-001, OULE-002, OUL-003, OULE-005) and CUL Courses OUL-001 and OUL-002.

The School Board considered and approved the lists of evaluators, question paper setters and question paper moderators for all courses of Urdu Programmes (BAG, BULE, DUL and CUL). **(Annexure 13A, 13B & 13C)**



- 61.14** To consider and approve the lists of unit writers for courses of BAG (Urdu) Programme: BAG-134, BAG-141, BAG-142.

The School Board considered and approved the lists of unit writers for courses of BAG (Urdu) Programme: BAG-134, BAG-141 and BAG-142. **(Annexure 14A, 14B & 14C)**

- 61.15** To consider and approve the criteria for age and educational qualification for Certificate in Urdu Language (CUL) and Diploma in Urdu (DUL) Programmes.

The Admissions Review Committee of SED in its meeting held on 31st May, 2020 had requested the School to standardize the eligibility criteria for CUL and DUL.

There was proposal to set CUL minimum age limit to 16 years with no upper age limit and the educational criteria as 10th standard. For DUL the minimum age limit is proposed as 18 years with no maximum age limit and qualification as already given on SOH page and IGNOU Prospectus. (Annexure 15)

The School Board considered and approved the criteria for age and educational qualification for CUL and DUL Programmes. **(Annexure 15)**

- 61.16** To consider and approve the Progress Reports of PhD English Scholars from January – July 2020.

The School Board advised the PhD coordinator to get the progress reports approved by the DRC and then get them approved by the School Board through circulation.

- 61.17** To consider and approve the names of external evaluators for the evaluation of Doctoral theses submitted by: Ms Natasha Anand, Enrolment Number: 138000292, Title of Thesis: *Ma(r)king Men: The Construction of Masculinities in Jane Eyre, Wuthering Heights and The Tenant of Wildfell Hall* and Mr. Surender Kumar Rohilla, Enrolment No:173100852, Title of Thesis: *Superposition of Identity: A Study of the Selected Poems of James Thomson and T.S. Eliot*.

The School Board considered and approved the lists of the external evaluators for the evaluation of Doctoral theses submitted by: Ms Natasha Anand and Mr. Surender Kumar Rohilla **(Annexure 16)**



- 61.18** To consider and approve the Progress Reports of Ph D Hindi Scholars from January - July 2020.

The School Board advised the PhD coordinator to get the progress reports approved by the DRC and then get them approved by the School Board through circulation.

- 61.19** To consider and approve de-activation of registration of PhD Hindi Scholar Ms. Anju Bala recommended by the Doctoral Committee of Hindi Discipline.

The School Board considered and approved the de-activation of registration of PhD Hindi Scholar Ms. Anju Bala, control no. 182E47188, recommended by the Doctoral Research Committee meeting of Hindi Discipline held on 24 July 2020. **(Annexure 17)**

- 61.20** To consider and approve the request of PhD Hindi Scholar Ms. Savita to become a 'part time scholar' from a 'full time scholar' recommended by the Doctoral Committee of Hindi Discipline.

The School Board considered and approved the request of PhD Hindi Scholar Ms. Savita, enrolment no. 173100007, recommended by the Doctoral Committee meeting of Hindi Discipline held on 12 August 2020. **(Annexure 18)**



निदेशक / Director
मानविकी विद्यापीठ / School of Humanities
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IGNOU, Maidan Garhi, New Delhi-110068

Chairperson School Board
Director -School of Humanities
Indira Gandhi National Open University



INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF HUMANITIES

**ACTION TAKEN REPORT ON ITEM NUMBER 61.3 OF THE SCHOOL BOARD
OF THE SCHOOL OF HUMANITIES**

The feedback analysis reports based on the questionnaires answered by the internal faculty of SOH and the external experts were presented before the SOH school board members in a meeting held online on the 25th of August 2020.

The feedback questionnaires had been answered in a positive manner by the internal faculty as well as the external experts - all of them being in agreement that the norms of course development are being followed as stipulated.

The feedback analysis reports were approved by the school board members as the overall consensus was that rigorous discussions had gone in the formulations that fall in the items of the questionnaires.

Therefore, as part of the ATR the forms are being forwarded to CIQA as required by them.

Prof. Neera Singh
Nodal Officer
School of Humanities

INDIRA GANDHI NATIONAL OPEN UNIVERSITY**SCHOOL OF Humanities (SOH)****FEEDBACK ANALYSIS REPORT OF TEACHERS ON THE DESIGN OF THE
CURRICULUM****1.0: Preamble**

It is imperative that feedback from teachers, who are key agents in preparing the study materials for the students, is obtained. The feedback from teachers helps in developing and streamlining the material and also helps to make decisions about any changes/revision the School wishes to make from time to time.

Getting a diverse feedback on the 10 crucial areas has proved to be a powerful method for self-reflection. The feedback generated from the teachers was rooted in 10 core areas ranging from need analysis, curriculum design, assessment, learning outcomes and integration of technology in the teaching learning process.

2.0: About the School

The Academic Programmes on offer include: Ph D in Hindi and English, Master's Degree Programme in Hindi and English, Bachelor's Degree Programme in Hindi, English and Urdu, Postgraduate Diploma in Book Publishing, Diploma in Creative Writing in English, Diploma in Urdu, Certificate in the Teaching of English as a Second Language, Certificate in Functional English and Certificate in Urdu Language. In addition, The School also focuses on various academic initiatives, events and activities to encourage a more creative response from all the stake-holders in an inter-disciplinary framework. Following the stipulations of the UGC, the School of Humanities is currently engaged in developing new courses under the CBCS scheme.

3.0: Methodology

Self-Learning materials (SLMs) are at the core of the ODL system and it is highly important that teachers understand the learner-centric nature of IGNOU courses. Therefore, a questionnaire was designed to generate feedback from the



subject experts (Teachers). There were two options in the questionnaire for a feedback: Yes and No.

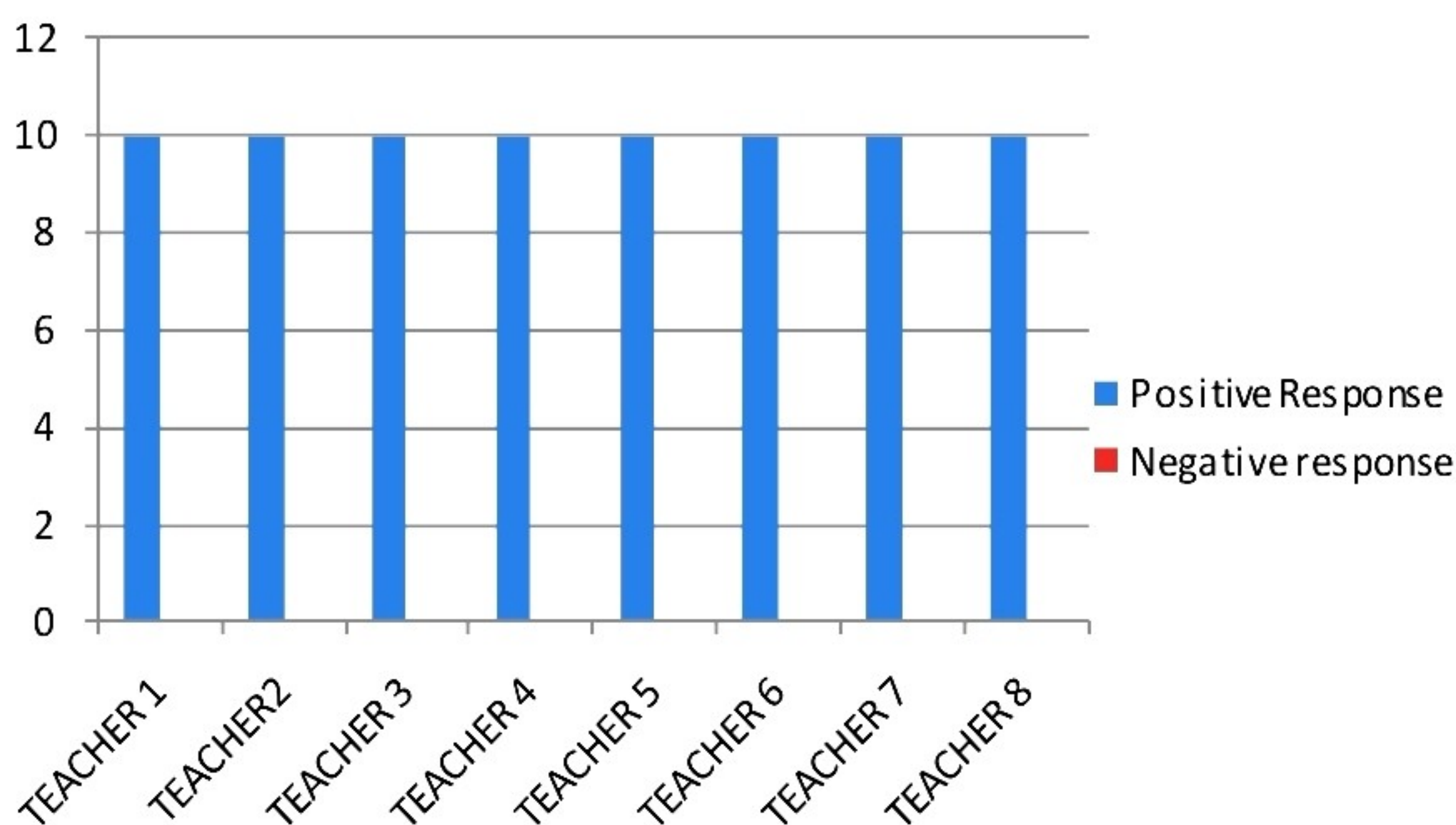
The responses elicited from the teachers brought out answers to such questions as to whether a need analysis is done before finalizing a particular curriculum; whether the curriculum is being periodically modified/ revised; whether it enhances critical thinking and whether it caters to the needs of all types of learners. Also, the questionnaire helped in determining whether learning outcomes in any way enhanced employability and whether integration of technology in teaching and learning is enhancing the learning process and benefiting the learner.

It is extremely important that the teachers have complete understanding about the curriculum and self-learning material.

4.0: Feedback of Teachers

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

TEACHER'S FEEDBACK



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5.0: Analysis of the Feedback received

To begin with, an opinion was generated from the teachers regarding the need analysis before finalising the curriculum. The questionnaire generated inputs from the teachers of the School of Humanities regarding the conduct of proper need analysis before finalising the Curriculum.

All our teachers agreed that appropriate need analysis was conducted for the purpose of finalisation of the curriculum. A question was also asked about the modification of curriculum from time to time and the addition of newer concepts and topics. All our teachers answered in the affirmative and responded that the curriculum is periodically modified and new concepts and topics are added.

Another question asked was about a sense of balance between the instruction activities and learning outcomes. All our teachers said that there is complete alignment between the instruction design activities and the learning outcomes.

Our teachers were also asked about the feedback on the role and efficacy of the curriculum in the process of enhancing critical thinking among students. It gives us great satisfaction in reporting that the curriculum is perceived and understood as a powerful agency in ensuring critical thinking among the students.

The next question that we asked our teachers was on the appeal of the curriculum to reach out to all types of learners and our respondents/ teachers agreed that the curriculum of the School of Humanities caters to the needs of all types of learners because of the Gyan Darshan and Gyan Vani programmes and personal contact programs which involves counselling from time to time.

In response to questions on the updated curriculum and its matching with the level of the programme, all the respondents strongly agreed to the question. In response to the question on assessment drawn and developed on the basis of learning outcomes and also learning outcomes framed to develop employability skills, all our respondents expressed agreement.

In response to the last question, when asked about the use of technology in the teaching learning process and its benefit to the learners, the feedback submitted by the respondents reveals that they agree with the holistic



integration of technology in the teaching-learning process and the help that it renders to the students of both language and literature courses of the School of Humanities.

6.0: Conclusion and Recommendations

On the basis of suggestions received from Teachers, the School may focus on the recommendations in which our Teachers have expressed the opinion that the revision exercise should be conducted every two years so that newer concepts and ideas can be incorporated. Also, senior academics may be involved in higher learning programs such as PhD. for advice and improvement in an official capacity. Student support needs to be strengthened. There has been a suggestion for creation of more scope for interactive and ICT based learning.

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	State ment	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 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

Heerasingh