INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES
(SOFL)

FEEDBACK ANALYSIS REPORT OF SUBJECT EXPERTS ON THE DESIGN & DEVELOPMENT OF CURRICULUM OF FOREIGN LANGUAGE PROGRAMMES OFFERED BY SOFL

1.0: Preamble

The School of Foreign Languages (SOFL) is one of the 21 Schools of the Indira Gandhi National Open University. The School has designed and developed various programmes in Open and Distance Learning (ODL) and in Online Learning Mode. Presently, SOFL offers certificate level programmes in Arabic, French, German, Japanese, Korean, Persian, Russianand Spanish language. School is also offering Diploma in German language.

The School also launched two online programmes in Arabic and Russian language from January 2020.

The SOFL faculty members are actively engaged in the design, development and delivery of the Academic Programmes as Programme Coordinators.

2.0: About the School and experts involved:

The School of Foreign Languages is one of the 21 Schools of Studies at IGNOU, established in 2007, with an aim to:

- Offer innovative, flexible and cost-effective foreign language programme through Open & Distance Learning (ODL) and Online Learning Mode across India for learners from all sections of the society.
- Offer programmes based on the specific needs of the learner to create pool of specialized foreign language experts.
- Promote communication across borders and countries.

In view of the existing demand due to its multiple practical applications, the study of foreign languages is gaining lots of importance in the academic studies, and the demand is growing continuously. The School works in collaboration with other Schools of the University to develop human resources for a number of important sectors, like science, technology, humanities, social sciences, management and commerce.
The globalization has led to the demand of specialized foreign language experts. The School also offers programmes specific to the requirements of organizations like the Indian Army, Navy and Air force.
(http://www.ignou.ac.in/ignou/aboutignou/school/sofl/introduction)

The present feedback analysis report of subject experts on the design and development of curriculum pertains to the following academic programmes of SOFL: (http://www.ignou.ac.in/ignou/aboutignou/school/sofl/programmes)

1. **Certificate in Arabic Language (CAL):** This programme aims at acquainting the beginners with essential rudiments of the Arabic Language, and gradually and systematically inculcates in them an ability to speak, write and read the language with a certain degree of accuracy and confidence.
2. **Certificate in French Language (CFL):** The programme aims to introduce French to beginners and gradually builds skills in listening, reading, writing and speaking and to develop intercultural competence of the learners.
   The Programme is based upon UGC model and the Common European Framework of Reference for languages formulated under EU for all European Languages. The SLM manual is a study guide, with exercises, glossary and phonetics as additional material to help the learner.

3. **Certificate in German Language (CGL):** Certificate in German Language (CGL) programme aims at introducing the basics of the German Language and gradually builds skills is Listening, Speaking, Reading and Writing and also enabling cultural understanding. The programme is based on the Common European Framework of Reference for Languages formulated by the Council of Europe. It is a

bilingual(German, English) radio and video programme supported by radio lessons, German workbookwith two Audio-CDs with an additional supplement in English and contact sessions at designated centres.

4. **Certificate in Japanese Language (CJL):** The Certificate in Japanese Language is one year programme of 16 Credits. The programme aims at providing beginners with basics of Japanese Language. The objective of the programme is to introduce learners to the basics of Japanese grammar and phonetics s o that they can read, write, listen and speak Japanese in an accurate manner. The programme is bilingual (Japanese /English) in medium and has Self Learning Material integrated with Audio-Visual components which will further enhance their leaning capacity. The Programme will enable learners to speak and write Japanese with confidence in their daily communications.
5. **Certificate in Korean Language & Culture (CKLC):** The Certificate in Korean Language & Culture is six- month programme of 16 Credits. The programme aims at providing beginners with basics of Korean Language. The objective of the programme is to introduce learners to the basics of Korean grammar and phonetics so that they can read, write, listen and speak Korean in an accurate manner. The programme is bilingual (Korean/English) in medium and has Self Learning Material integrated with Audio-Visual, which will further enhance their leaning capacity. The Programme will enable learners to speak and write Korean with confidence in their daily communications.
6. **Certificate in Persian Language (CPEL):** This programme aims at acquainting the beginners with essential rudiments of the Persian Language, and gradually and systematically inculcates in them an ability to speak, write and read the language with a certain degree of accuracy and confidence.
7. **The Certificate in Russian Language (CRUL):** This programme is six- month programme of 16 Credits. The programme aims at providing beginners with basics of Russian Language. The objective of the programme is to introduce learners to the basics of Russian grammar and phonetics so that they can read, write, listen and speak Russian in an accurate manner. The programme is bilingual (Russian/English) in medium and has Self Learning material integrated with Audio-Visual components, which will further enhance their leaning capacity. The Programme will enable learners to speak and write Russian with confidence in their daily communications.
8. **Certificate in Spanish Language and Culture (CSLC):** This programme is an elementary level Spanish languageprogramme (A1 level) for those students who are interested in learning Spanish as a foreignlanguage in a non-native context and desire to receive cultural information on the Spanishspeaking countries. The curriculum of this programme has been designed in alignment with the "Plan Curricular del Instituto Cervantes" and is based on the principles set by the Common European Framework of Reference for Languages formulated by the Council of Europe.
9. **Diploma in Teaching of German as a foreign language (DTG):** This programme is the first of its kind through open and distance learning with an active practical component of classroom teaching. This programme is aimed at meeting the needs of professional German language teachers. This programme was developed in collaboration with Goethe Institut / Max Muller Bhavan, University of Vienna and IGNOU and aims to train teachers professionally by enhancing higher language learning competencies.

3.0: Methodology

The subject expert's feedback survey was carried out on the basis of primary data. The data wascollected from the participant subject experts belonging to foreign languages/ disciplines (Arabic, French, German, Japanese, Korean, Persian, Russian and Spanish)housed at SOFL. The sample size varies from 7 to 1 for different languages/disciplines. The data was collected through a standard questionnaire provided by the CIQA. Thestructured questionnaire was sent to several experts through email. The questionnaire hadquestions related to the design, development and the delivery of the programmes in the Openand Distance learning system. For the purpose of analysis, descriptive statistics has been used.Since the response sample is small, qualitative analysis is used to interpret the statements.

4.0: Feedback of Subject Experts:

The response received from the subject experts belonging to different languages/disciplines on different questions have been depicted in a tabular form for easy understanding (Presentation on p-7):

Q. No	Question	Response	CAL Arabic	CFL French	CGL German	CJL Japanese	CKLC Korean	CPEL Persian	CRUL Russian	CSLC Spanish	DTG German
1.	Were you briefed about the pedagogy of curriculum design & development in an open university?	SA (Strongly Agree) A (Agree) N (Neutral) SD (Strongly Disagree) D (Disagree)	100% (SA)	100% (SA)	100%(SA)	100 (SA)	100% (SA)	100 % (SA)	100 % (SA)	71 % (SA) 29 % (A)	100% (SA)
2.	Was the need analysis discussed before finalizing the Curriculum?	SA (Strongly Agree) A (Agree) N (Neutral) SD (Strongly Disagree) D (Disagree)	80% (SA) 20% (N)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	86 % (SA) 14 % (N)	100% (SA)
3.	Whether the Subject Expert Committees reviewed the curriculum of other universities?	SA (Strongly Agree) A (Agree) N (Neutral) SD (Strongly Disagree) D (Disagree)	100% (SA)	100% (A)	100% (SA)	100% (A)	100% (SA)	50% (A) 50% (N)	50% (A) 50% (N)	72 % (SA) 14 % (N) 14 % (D)	100% (SA)
4.	Were the guidelines provided for the development of the Curriculum?	SA (Strongly Agree) A (Agree)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	72 % (SA) 14 % (A) 14 %	100% (SA)

		N (Neutral) SD (Strongly Disagree) D (Disagree)								(N)	
5.	Were you involved as subject experts in the curriculum review process?	SA (Strongly Agree) A (Agree) N (Neutral) SD (Strongly Disagree) D (Disagree)	70% (SA) 10% (A) 20% (N)	100% (SA)	100% (SA)	100% (A)	100% (N)	50% (A) 50% (N)	50% (A) 50% (N)	43 % (SA) 14 % (A) 43 % (N)	100% (SA)
6.	Was the feedback from others like alumni and industry discussed during the framing of curriculum?	SA (Strongly Agree) A (Agree) N (Neutral) SD (Strongly Disagree) D (Disagree)	65% (SA) 35% (A)	100% (A)	50% (A) 50% (N)	50% (A) 50% (N)	50% (A) 50% (N)	50% (A) 50% (D)	50% (A) 50% (D)	43 % (SA) 28 % (A) 29 % (N)	50% (A) 50% (N)
7.	Whether the Curriculum of your subject was updated?	SA (Strongly Agree) A (Agree) N (Neutral) SD (Strongly Disagree) D (Disagree)	100% (SA)	100% (SA)	100% (N)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	57 % (SA) 14 % (A) 29 % (N)	100% (N)
8.	Whether the Curriculum matches with the level of the programme?	SA (Strongly Agree) A (Agree)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	100 % (SA)	100% (SA)

		N (Neutral) SD (Strongly Disagree) D (Disagree)									
9.	Was orientation given in the development of the SLM?	SA (Strongly Agree) A (Agree) N (Neutral) SD (Strongly Disagree) D (Disagree)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	100% (A)	100% (SA)	100% (SA)	86 % (SA) 14 % (A)	100% (SA)
10	Are the SLMs Learner-Centric?	SA (Strongly Agree) A (Agree) N (Neutral) SD (Strongly Disagree) D (Disagree)	100% (SA)	100% (A)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	100% (SA)	71 % (SA) 29 % (A)	100% (SA)

5.0: Analysis of the Feedback received:
Subject experts gave their opinions on a broad range of topics related to pedagogy. Main points in a nutshell are as follows:

- All academic programmes offered by SOFL are designed and developed as per the need of the learners.
- Subject Experts were part of the design and development process.
- Syllabus/Curriculum of other universities was discussed.
- Nuances of ODL were discussed properly with the Subject Experts.
- Skill enhancement & employability were kept in mind while designing the curriculum focused on learner centric approach.

6.0: Conclusion and recommendations

Though the data sample is small, the responses received from the subject experts on indicators of programme design and development in Open University system provide an important insight for the future revision of the curriculum and the study materials for the various foreign language programmes.

Majority of the subject experts elicit a positive response on the indicators of programme design and development like the importance of need assessment before finalizing the curriculum, the updated curriculum of the subject designed looking at the needs of the students, looking at the flexibility of the open and distance learning system or the need to have a learner-centric approach in the development of the study materials. The subject experts further view that there is a need to develop a mechanism to ensure the receipt of students' feedback immediately at the end of the course and also the feedback from the industry may be drawn more frequently to assess whether the curriculum content matches the needs of the job market, thereby enhancing student's capacity to make himself/herself employable.

The subject experts make the following recommendations:

- Immediate need to raise the faculty strength to a critical minimum level considering the number of programmes/courses on offer and other programmes/courses under development at SOFL.
- Courses are as per the latest needs of learners and in future more ways to enhance development of oral communicative competence may need to be updated.
- More dialogues using the words, learnt in the modules would be useful as learning the meaning of a word is not enough if a learner does not know where and how the word is to be used. Adding more animation in the modules would make the program more interesting.
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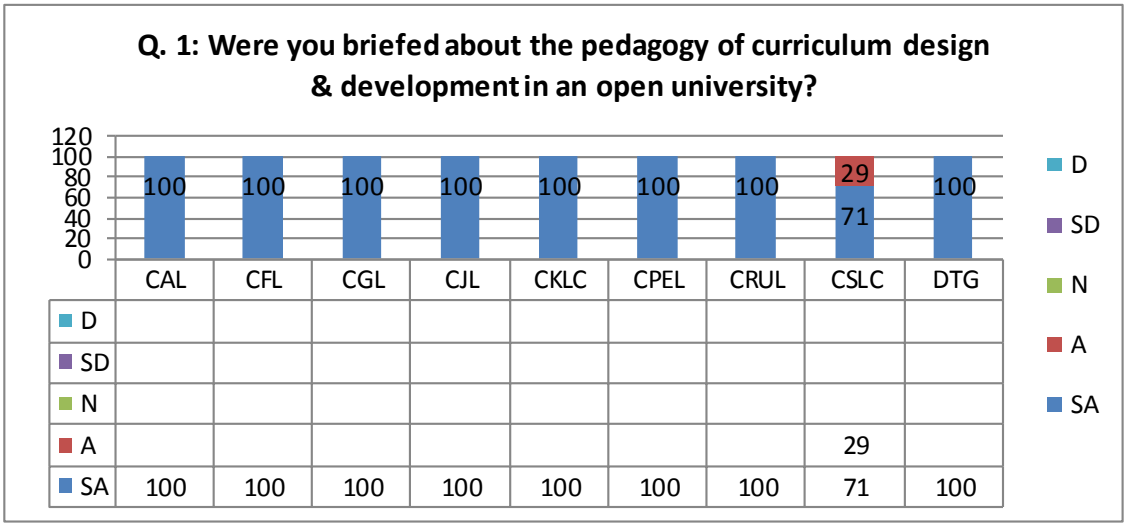
7.0: Annexure (Questionnaire format enclosed)

- Questionnaire provided by CIQA -
http://www.ignou.ac.in/ignou/aboutignou/icc/ciqa/forms


Q. 1: Were you briefed about the pedagogy of curriculum design & development in an open university?
120
100
80
60
40
20
0
100
100
100
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100
100
100
29
71
100
CAL
CFL
CGL
CJL
CKLC
CPEL
CRUL
CSLC
DTG
D
SD
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A
SA
D
SD
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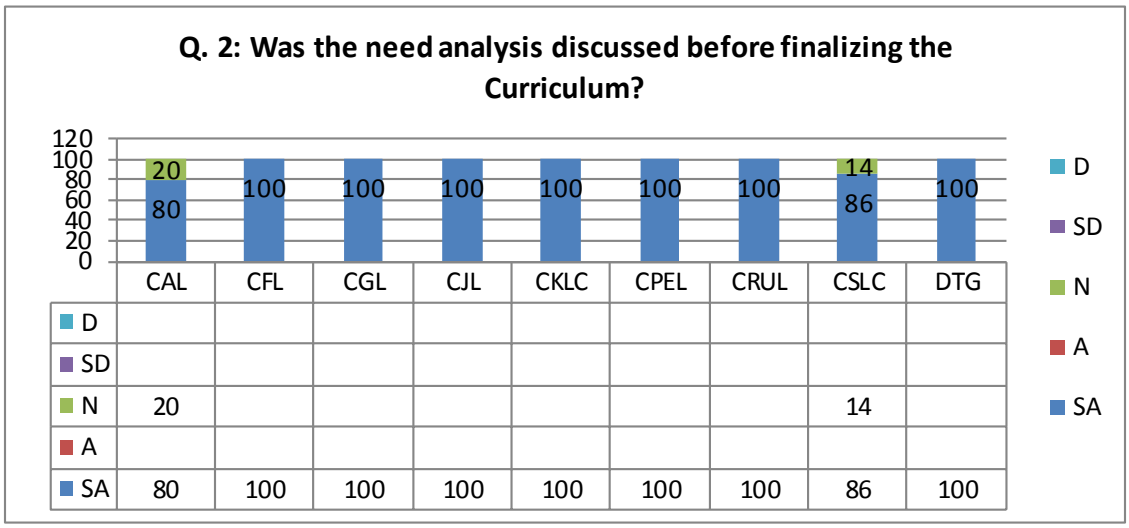
100
71
100


Q. 2: Was the need analysis discussed before finalizing the Curriculum?
120
100
80
60
40
20
0
20
80
100
100
100
100
100
100
14
86
100
CAL
CFL
CGL
CJL
CKLC
CPEL
CRUL
CSLC
DTG
D
SD
N
A
SA
D
SD
N
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20
14
80
100
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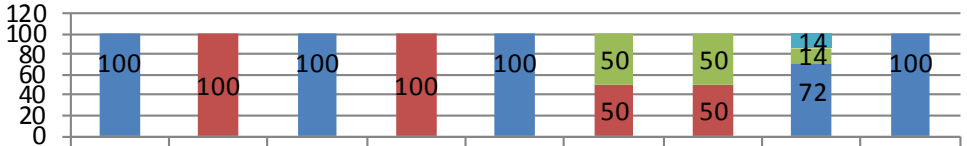
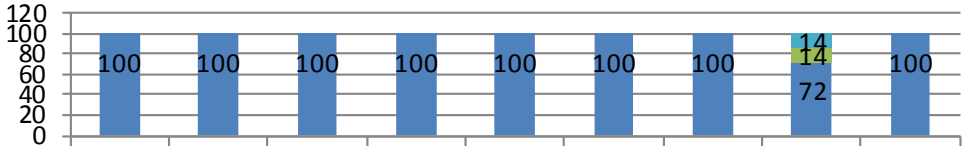
100
100
100
100
86
100

Q. 3: Whether the Subject Expert Committees reviewed the curriculum of other universities?



	CAL	CFL	CGL	CJL	CKLC	CPEL	CRUL	CSLC	DTG
D								14	
SD									
N						50	50	14	
A		100		100		50	50		
SA	100		100		100			72	100

Q. 4: Were the guidelines provided for the development of the Curriculum?

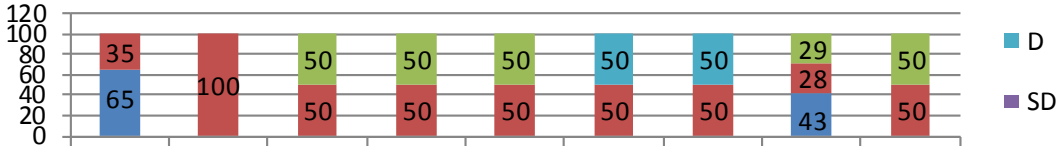


	CAL	CFL	CGL	CJL	CKLC	CPEL	CRUL	CSLC	DTG
D								14	
SD									
N								14	
A									
SA	100	100	100	100	100	100	100	72	100

Q. 5: Were you involved as subject experts in the curriculum review process?

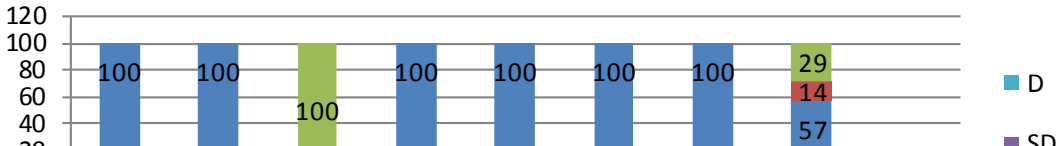
	CAL	CFL	CGL	CJL	CKLC	CPEL	CRUL	CSLC	DTG
D									
SD									
N	20				100	50	50	43	
A	10			100		50	50	14	
SA	70	100	100					43	100

Q. 6: Was the feedback from others like alumni and industry discussed during the framing of curriculum?



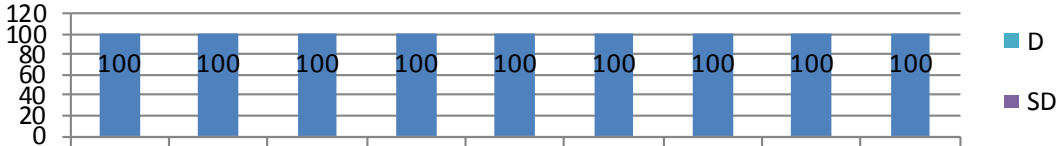
	CAL	CFL	CGL	CJL	CKLC	CPEL	CRUL	CSLC	DTG
D						50	50		
SD									
N			50	50	50			29	50
A	35	100	50	50	50	50	50	28	50
SA	65							43	

Q. 7: Whether the Curriculum of your subject was updated?

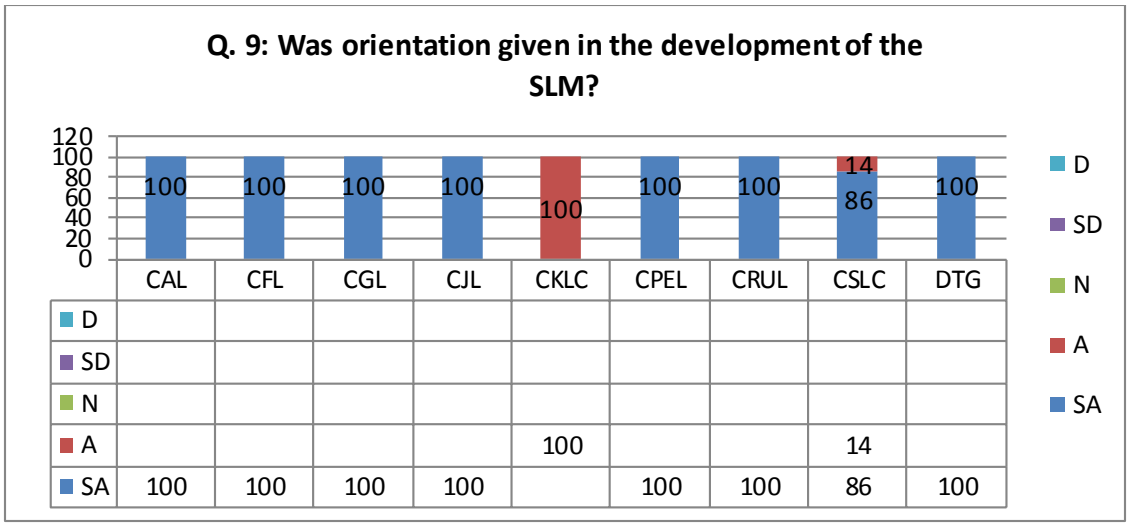


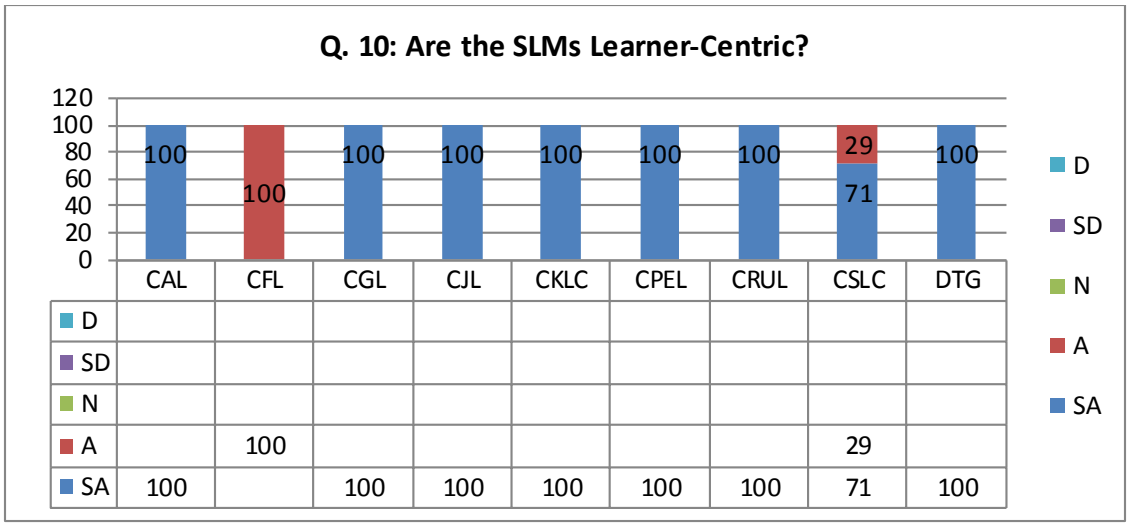
	CAL	CFL	CGL	CJL	CKLC	CPEL	CRUL	CSLC	DTG
D									
SD									
N			100					29	
A								14	
SA	100	100		100	100	100	100	57	

Q. 8: Whether the Curriculum matches with the level of the programme?



	CAL	CFL	CGL	CJL	CKLC	CPEL	CRUL	CSLC	DTG
D									
SD									
N									
A									
SA	100	100	100	100	100	100	100	100	100





This Feedback Analysis Report of SOFL has been prepared by the SOFL Nodal Officers:
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