INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

FEEDBACK ANALYSIS REPORT OF TEACHERS ON THE TEACHING LEARNING PROCESS

1.0: Preamble

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

Feedback from the in house teachers is of utmost importance as teachers are the epicentre of the entire teaching learning mechanism of the university. Teacher's active participation in the designing of the curriculum is reflected in the quality of study material which results in good academic performance by the learners.

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 of Foreign Languages (SOFL) is one of the 21 Schools of Studies at IGNOU. The School offers innovative, flexible and cost-effective foreign language(s) programmes through Open & Distance Learning (ODL) and Online Learning Mode. Presently, the school offers 08 academic programmes at Certificate and 01 academic programme at Diploma level along with Full-Time PhD programme in Arabic and French.
From January 2020, SOFL has initiated two online programmes in Arabic and Russian language as well. The Courses of online programmes are being hosted on India's national MOOC platform- SWAYAM. The school is planning to launch CBCS courses, more online programmes and Diploma level programmes in Arabic, French, Russian and Spanish in the near future.

Academic programmes coordinated by SOFL faculty members are as follows:

S.No.	Title & the Code of the Academic Programme	Name of the Faculty/Programme Coordinator
1.	Certificate in Arabic Language (CAL) in ODL & Online Learning Mode	Dr. Mohd. Saleem (Asst. Prof. (Arabic)
2.	Certificate in French Language (CFL) in ODL Mode	Dr. Deepanwita Srivastava (Asst. Prof. (French)
3.	Certificate in German Language (CGL) in ODL Mode	Mr. Vikash K Singh (Asst. Prof. (Spanish)
4.	Certificate in Japanese Language (CJL) in ODL Mode	Mr. Shivaji Bhaskar (Asst. Prof. (Russian)
5.	Certificate in Korean Language & Culture (CKL) in ODL Mode	Mr. Shivaji Bhaskar (Asst. Prof. (Russian)
6.	Certificate in Persian Language (CPEL) in ODL Mode	Dr. Mohd. Saleem (Asst. Prof. (Arabic)
7.	Certificate in Russian Language (CRUL) in ODL & Online Learning Mode	Mr. Shivaji Bhaskar (Asst. Prof. (Russian)
8.	Certificate in Spanish Language & Culture (CSLC) in ODL Mode	Mr. Vikash K Singh (Asst. Prof. (Spanish)
9.	Diploma in Teaching German as a Foreign Language (DTG) in	Mr. Vikash K Singh

	ODL Mode		(Asst. Prof. (Spanish)
10.	PhD in Arabic Language (PHDAL) (Regular Mode)		Dr. Mohd. Saleem (Asst. Prof. (Arabic)
11.	PhD in French Language (PHDFL) (Regular Mode)		Dr. Deepanwita Srivastava (Asst. Prof. (French)

3.0: Methodology

(Briefly write about the feedback tool and the methodology adopted in getting the response from the teachers in 150-200 words)

Feedback Tool and the Methodology adopted in getting the response from the teachers is based on the CIQA's feedback form. The feedback form for design of curriculum has ten statements related to design, development, delivery, need assessment, learning outcome, skill enhancement, use of ICT etc.

4.0: Feedback of Teachers

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

Feedback received from teachers is recorded as per the response submitted by the SOFL faculty members.

5.0: Analysis of the Feedback received

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

The Analysis of the Feedback from Teachers received is as follows:

S.No.	Statement	Response Yes or No	Dr. Deepanwita Srivastava (for CFL)	Dr. Mohd. Saleem (for CAL, CPEL)	Mr. Vikash K Singh (for CGL, DTG, CSLC)	Mr. Shivaji Bhaskar (for CJL, CKLC, CRUL)
1.	Need analysis has been done before finalizing the curriculum	**Response Yes or No**	YES	YES	DTG-YES CSLC-YES CGL-NO	YES
2.	Curriculum is periodically modified and new concepts/ topics are incorporated	**Response Yes or No**	YES	YES	YES	YES
3.	Instructional activities align with the learning outcomes	**Response Yes or No**	YES	YES	YES	YES
4.	Curriculum is developed to enhanced to critical thinking	**Response Yes or No**	YES	YES	YES	YES
5.	Curriculum caters to the needs of all types of	**Response Yes or No**	YES	YES	YES	YES

No.	Item		Resp 1	Resp 2	Resp 3	Resp 4
	learners					
6.	Curriculum of your subject is up to date	**Response Yes or No**	YES	YES	YES	YES
7.	Curriculum matches with the level of the programme	**Response Yes or No**	YES	YES	YES	YES
8.	Assessments are developed based on the Learning Outcomes	**Response Yes or No**	YES	YES	YES	YES
9.	Learning Outcomes are framed to enhance the Employability Skills	**Response Yes or No**	YES	YES	YES	YES
10.	Integration of Technology in teaching learning will enhance the learning process and benefit the Learner	**Response Yes or No**	---	YES	YES	YES

6.0: Conclusion and recommendations

Though the data sample is small, the responses received from the faculty members on indicators of curriculum design in Open University system provide an important insight for the future development of the curriculum and academic programmes of the various foreign languages at SOFL.

Majority of the faculty members elicit a positive response on the indicators of curriculum design and development, be it the importance of need assessment before finalizing the curriculum, the updated curriculum of the subject designed looking at the needs of the learners looking at the flexibility of the open and distance learning system or the need to have a learner-centric approach with clear learning outcomes in the overall development & delivery of the foreign language programmes.

The faculty members 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 faculty members 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.
- More use of ICT for more effective teaching-learning of foreign languages.
- More emphasis needs to be developed towards oral language competence and practice
- Efforts needed to incorporate more native involvement for language polish and performance.

7.0: Annexure (Questionnaire format enclosed)
- Questionnaire provided by CIQA -
http://www.ignou.ac.in/ignou/aboutignou/icc/ciqa/forms