

## **Evaluative Report of the School Languages and Culture (SOLC)**

1. **Name of the School** School of Languages & Culture
2. **Year of establishment** 2012
3. **Is the Department part of a School/Faculty of the university?**  
Yes
4. **Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.)**
  - a. PG Course
    1. M.A English
  - b. UG Courses (3 years)
    1. B.A (Hons.) English
    2. B.A (Hons.) French
    3. B.A (Hons.) German
  - c. Diploma & Certificate courses (1 year /2 year)
    1. English
    2. French
    3. German
    4. Hindi
    5. Spanish
5. **Interdisciplinary programmes and departments involved**
6. **Courses in collaboration with other universities, industries, foreign institutions, etc.**
  1. Cultural exchange programme ( students groups from various partner universities visit the university to learn languages, yoga , music and explore India)
7. **Details of programmes discontinued, if any, with reasons**  
N.A
8. **Examination System: Annual/Semester/Trimester/Choice Based**

### Credit System

Semester System

#### 9. Participation of the department in the courses offered by other departments.

Faculty participate in teaching communicative English and foreign language courses offered in other departments of the University.

#### 10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
<b>Professor</b>	0	0	
<b>Associate Professors</b>	1	1	
<b>Asst. Professors</b>	4	4	
<b>Others</b>	14	14	

#### 11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

SNo	NAME	Qualifications	Designation	Specialization	Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
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1	Mr. Parveen Kumar	MA, Four PG Diplomas	Contract Faculty	Professional Skills Enhancement, English Literature, Soft Skills	37+	
2	Dr. Kumar Gautam Anand	MA, Ph.D.	Assistant Professor	Gender, Communicative Language Teaching, American Literature	6+	1
3	Dr. Gurpyari Bhatnagar	MA, Ph.D	Assistant Professor	Ethical Criticism	11+	
4	Prof. Bhuvane ndran	MA	Professor	Literary Criticism and Literary Theory/ Art theory/ Published a book on History of Indian Art	30+	
5	Ms. Nazia Siddiqui	MA (JNU)	Teaching Assistant	Communication skills, Linguistics	1	0
6	Dr. Pallavi	Ph.D	Assistant Professor		10+	

7	Dr. Brinda Chowdhari	MA/M.Phil /Ph.D-- (DU) /NET Qualified/ Diploma in Management (ICFAI)	Associate Professor	Applied Linguistics	17+	2
8	Ms. Pooja Nanda	MBA , MII Max Mueller Bhava	Lecturer	German , IT	13 +	None
9	Ms Sandipa Das	M.A English	Lecturer	Literature	8+	None
10	Ms Kavita Iyer	M.Phil	Lecturer	Indian English Literature & Language teaching	6+	None
11	Ms Dipali Issar	M.A English, M.A Sociology, CELTA	Lecturer	Teaching english language to speakers of other languages	12+	None
12	Ms Diksha	M.A English,CE LTA	Lecturer	Teaching english language to speakers of other languages	5+	None

13	Mr Peter	M.A English	Lecturer	Teaching English language to speakers of other Languages	20+	None
14	Mr Hemant Sharma	M.Phil , NET	Assistant Professor	Gender studies	13+	None
15	Ms Samarpi ta Dey	Diploma in French	Lecturer	French	15+	None
16	Ms Tulika Bahuguna	Lecturer	M.Phil	Cultural Studies	3+	None
17	Mr Danish Safi	Lecturer	M.A English	English Language	5+	None
18	Ms. Tatiana Dubovets	Lecturer	B.A English	English Language	4+	None
19	Ms. Neha Puri	Lecturer	M.A. English, NET	English Language, functional English	2	None

**12. List of senior Visiting Fellows, adjunct faculty, emeritus professors**

1. Ms Samarpita Dey Sarkar
2. Mr. Parveen Kumar

**13. Percentage of classes taken by temporary faculty – programme-wise information**

B.A (Hons) English -10%  
M.A English – N.A  
Bridge Course in English – N.A  
Diploma in French – N.A  
Diploma in German –N.A  
Diploma in Spanish – N.A  
Diploma in Hindi –N.A  
Foreign language ( French) to other schools : 100 %

**14. Programme-wise Student Teacher Ratio**

B.A (Hons) English : 38 : 6  
M.A English : 23 : 5  
Bridge Course in English 4:1  
Diploma in French : 20:1  
Diploma in German :20:1  
Diploma in Spanish :20:1  
Diploma in Hindi :20:1

**15. Number of academic support staff (technical) and administrative staff:**

sanctioned, filled and actual : 2

**16. Research thrust areas as recognized by major funding agencies**

**17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. N.A**

**18. Inter-institutional collaborative projects and associated grants received**

a) National collaboration b) International collaboration

N.A

**19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.**

N.A

**20. Research facility / centre with**

- **state recognition - N.A**
- **national recognition - N.A**
- **international recognition – N.A**

**21. Special research laboratories sponsored by / created by industry or corporate bodies**

**22. Publications:**

- \* **Number of papers published in peer reviewed journals (national / international) – N.A**
- \* **Monographs – N.A**
- \* **Chapters in Books – N.A**
- \* **Edited Books - 1**
- \* **Books with ISBN with details of publishers**  
Apprenons la grammaire ensemble Saraswati house pvt. Ltd.,9789350411505
- \* **Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) – N.A**
- \* **Citation Index – range / average - N.A**
- \* **SNIP – N.A**
- \* **SJR – N.A**
- \* **Impact Factor – range / average – N.A**
- \* **h-index – N.A**

**23. Details of patents and income generated –N.A**

**24. Areas of consultancy and income generated N.A**

**25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad – N.A**

26. Faculty serving in
- a) National committees b) International committees c) Editorial Boards d) any other (please specify)
27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).
28. Student projects
- percentage of students who have done in-house projects including inter- departmental projects N.A
  - percentage of students doing projects in collaboration with other universities / industry / institute N.A
29. Awards / recognitions received at the national and international level by
- Faculty - N.A
  - Doctoral / post doctoral fellows – N.A
  - Students - N.A
30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.  
N.A
31. Code of ethics for research followed by the departments.
32. Student profile programme-wise:

Name of the (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
BA English	NA	NA	NA	NA	NA



BA English 2011	41	0	0	NA	NA
BA English	30	2	4	NA	NA
BA English	34	4	4	NA	NA
BA English	71	11	14	NA	NA

**33. Diversity of students**

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
BA English	NA	NA	NA	NA
BA English	NA	NA	NA	NA
BA English	NA	16.66%	50%	33.33%
BA English	NA	75%	25%	0%
BA English	NA	56%	36%	8%

**34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.**

N.A

**35. Student progression**

Student progression	Percentage against enrolled
UG to PG	NA
PG to M.Phil.	NIL
PG to Ph.D.	NIL
Ph.D. to Post-Doctoral	NIL

<b>Employed</b> <ul style="list-style-type: none"> <li>• <b>Campus selection</b></li> <li>• <b>Other than campus recruitment</b></li> </ul>	NA
<b>Entrepreneurs</b>	NA

**36. Diversity of staff**

<b>Percentage of faculty who are graduates</b>	
<b>of the same university</b>	NONE
<b>from other universities within the State</b>	1
<b>from universities from other States</b>	17
<b>from universities outside the country</b>	1

**37. Number of faculty who were awarded M.Phil. Ph.D., D.Sc. and D.Litt. during the assessment period :**

None

**38. Present details of departmental infrastructural facilities with regard to**

- a) Library I
- b) **Internet** facilities for staff and students 24x7 Wi –Fi for faculty and students
- c) Total number of class rooms 10

- d) Class rooms with ICT facility 10
- e) **Students' laboratories** 3 Language Labs
- f) **Research laboratories** NIL

**39. List of doctoral, post-doctoral students and Research Associates**

- a) **from the host institution/university** .N.A
- b) **from other institutions/universities** N.A

**40. Number of post graduate students getting financial assistance from the university.**

N.A

**41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.** N.A

The Bridge courses offered to non native English speakers are developed according to the linguistic competency of the students. This is done through a written placement test as well as verbal interaction.

N.A

**42. Does the department obtain feedback from**

- a. **faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?**

Faculty instructors are all engaged at some point in assessment. There is no simple formula for assessment; the strategies depend on what one is assessing. Assessments are used by faculty, departments, university administration and external funding/accreditation agencies to evidence learning and improve instruction in order to measure the success of university programs and curriculum in order to achieve program goals. As required by the university statutes, the department aims in all its operations to promote equality and communality in the university, influencing

opportunities and the motivation of staff and students, as well as equality in decision-making. A department-specific feedback system is being developed at the department. Any department with a wide variety of languages is necessarily faced with the need to determine target and/or acquired language skills. A detailed description is drawn up in cooperation between disciplines, which also help students better evaluate their language skills and their development.

Assessment tool used are as follows:

- Evaluate how well your course facilitated learning with the aim of demonstrating quality of teaching. This type of assessment, what educators call summative assessment, provides a snapshot of student performance in the course.
- Evaluate students' on going progress toward learning goals with the aim of improving teaching strategies. This type of assessment, called formative assessment, provides the instructor with information about whether students are keeping pace with content and skills goals throughout the quarter.

**b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?**

- Good teaching involves finding out from students where they experience difficulties in learning the subject matter, what outcomes they have not achieved and what aspects of your teaching can be changed to ensure high quality learning. The primary aim in collecting feedback on your aims and objectives is to identify whether your teaching and learning activities enable students to develop the knowledge and skills expected in your subject or whether the students perceive little relationship between how they were taught and the subject's stated goals. When students are asked to identify the characteristics of good teaching they list the same characteristics lecturers do. They want lecturers who are well organised, have clear goals, provide clear explanations, related to their students' needs, provide constructive feedback, and stimulate their interest and independence in thinking. Students have the opportunity to

have their views represented in decisions which may affect them. The student feedback resolves the following purpose:

- Quality assurance at institutional level which may result in further identification of issues and investigation and enhancement activity in the university.
- Providing the opportunity for individual students to express their views and raising issues which may be considered at higher levels within the institution, facilitating appropriate enhancement activity. A range of formal and informal procedures based on qualitative methods aimed at identifying issues at faculty, school or department level are used. These form the basis for quality enhancement at module, programme, subject or faculty/department level.

**c. alumni and employers on the programmes offered and how does the department utilize the feedback?**

N.A.

**43. List the distinguished alumni of the department (maximum 10)**

N.A

**44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.**

- Talk on Cultural Diversity by external expert , Mr. Amarjit
- Paper folding & Art workshop in collaboration with School of design conducted by faculty from Jiangxi University
- Talk by Ms. Jaya Jately, Ms. Pratibha Advani , Dr. Renu Malik & Dr. Manisha Priyam on International Women's Day

**45. List the teaching methods adopted by the faculty for different programmes.**

The faculty members use following teaching pedagogy:

- 1) Grammar-translation approach
- 2) Direct approach
- 3) Reading approach
- 4) Audio lingual method
- 5) Community language learning

- 6) Suggestopedia
- 7) The silent way
- 8) Total physical response
- 9) The natural way
- 10) Communicative language teaching

**46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?**

- By taking regular feedbacks
- By involving students in projects etc.
- By aligning program components with learning outcomes through the IPR matrix (Instruction-Practice-Reinforcement).
- By establishing learning goals.
- By providing learning opportunities to ensure that students have sufficient opportunities to achieve the learning outcomes.
- By assessing student learning.

**47. Highlight the participation of students and faculty in extension activities.**

1. Students from the school are placed at various media houses for internships to integrate academics with industry requirements.
2. Students participate and contribute to the monthly newsletter prepared by the School.
3. The students represent the university in many debates, quizzes and talk shows

**48. Give details of “beyond syllabus scholarly activities” of the department.**

- Guest Lectures
- Faculty development/student workshops
- Cultural Exchange Programmes
- Field trips
- Paper presentations
- Professional development programs and seminars

**49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.**

N.A

**50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.**

- The department has created and compiled a wealth of teaching resources, customized for specific student groups.
- It has organized seminars, panel discussions and conferences on a wide array of topics.
- It has organized training workshops to address new linguistic challenges facing professionals in different spheres.

**51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.**

Strengths of the department:

The department comprises of experienced faculty members who differ in cultural practices but, unite with an aim of students development. Each learner is on a unique pathway of development. Although there is wide agreement about what they can be expected to achieve at particular points in their progress, there are always variations in students' expertise and in their routes and rates of progress. We recognize what learners already know, and can control and build on their expertise in any given learning context.

We truly believe in the benefits of learning and developing language skills and want to share our skills and knowledge with as many people as possible. Our department is involved in outreach work with local schools; in addition to our degree programmes, we offer language

modules for those taking degrees in other areas as well as remedial classes for students who require additional practice.

Weaknesses:

1. The School does not have many International faculty/ native speakers to teach foreign languages. Given that we cater to International students largely, faculty from various nationalities would be able to develop a global sensibility.
2. The school being in its nascent stage, finds it difficult to organize seminars and contribute to research.

Opportunities:

The cultural exchange program is not a one-time event, but rather the beginning of an exchange of ideas that continues throughout a participant's life.

#### **52. Future plans of the department**

- Academic collaboration with other institutions of higher learning in India and abroad.
- Modifying and updating teaching methods in keeping with challenges and demands of the teaching of English as a second language especially to speakers of other languages.
- Promoting research in emerging areas of ELT ( English Language Teaching)
- Augmenting department infrastructural facilities to establish a center for Language Studies.
- To conduct short term training programs on current research areas.
- Industry-Academia partnerships for placements, internships, industrial visits and projects.

Challenges:

1. Huge batch size: English language teaching is most effective when done in small groups.
2. Homogenous student groups: The school receives student batches usually from a single country. In this scenario, the students continue to speak in their mother tongues beyond classrooms, thus making learning English less effective.
3. The international students ( in small groups) need to visit FRRO frequently .The faculty members face the challenge of repeating the lessons already covered.