

Internal Quality Assurance Report (IQAC)

Annual Quality Assurance Report

(for the period June 2013-July 2014)

of

The English and Foreign Languages University Hyderabad



Submitted to:



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

National Assessment and Accreditation Council

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About EFL University

The English and Foreign Languages University (formerly the Central Institute of English and Foreign Languages) was created by an Act of Parliament and came into being on 3 August 2007. The EFL University continues to build upon the achievements of the CIEFL, and expand its activities on the national and global stage.

Its mandate is to advance and disseminate “instructional, research, and extension facilities in the teaching of English and Foreign Languages and Literatures in India” as well as “to take appropriate measures for inter-disciplinary studies and research in Literary and Cultural Studies, and to develop critical inter-cultural understanding of civilizations”.

The EFL University has three campuses: the main campus is in Hyderabad, while the other two are in Lucknow and Shillong.

The objectives of the university are to bring quality education in the disciplines and sub disciplines of English and Foreign Languages within the reach of all Indians. The objectives of the University as stated in Act, 2006 (No.7 of 2007) are:

- to disseminate and advance knowledge by providing instructional, research, and extension facilities in the teaching of English and foreign languages and literature in India;
- to train language teachers in methods and approaches appropriate to the Indian context;
- to provide expertise in language and teacher education to foreign professionals;
- to evolve indigenous ways of testing language proficiency;
- to make provisions for innovative teaching-learning materials in both print and electronic media;
- to take appropriate measures for inter-disciplinary studies and research in literary and cultural studies, and
- to develop critical intercultural understanding of the civilizations.

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

Part – A

AQAR for the year (for example 2013-14)

2013-14

1. Details of the Institution

1.1 Name of the Institution

The English and Foreign Languages University,
Hyderabad

1.2 Address Line 1

Osmania University Campus, Ravindra Nagar

Address Line 2

City/Town

Hyderabad

State

Telangana

Pin Code

500007

Institution e-mail address

vceflu@gmail.com

Contact Nos.

040-27098141, 040-27098131

Name of the Head of the Institution:

Tel. No. with STD Code:

Mobile:

Name of the IQAC Co-ordinator:

Mobile:

IQAC e-mail address:

1.3 NAAC Track ID (For ex. MHC0GN 18879)

OR

1.4 NAAC Executive Committee No. & Date:
(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

1.5 Website address:

Web-link of the AQAR:

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	5-Star		2001	5 years
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC : DD/MM/YYYY

31/01/2014

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*for example AQAR 2010-11 submitted to NAAC on 12-10-2011*)

- i. AQAR 2011-12 and 2012-13 December 1, 2015 (DD/MM/YYYY)
- ii. AQAR 2013-14 December 1, 2015 (DD/MM/YYYY)
- iii. AQAR 2014-15 December 1, 2015 (DD/MM/YYYY)

1.9 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.10 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

Humanities

1.11 Name of the Affiliating University (*for the Colleges*)

Nil

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme

DST

UGC-Innovative PG programmes

Any other (*Specify*)

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers	09
2.2 No. of Administrative/Technical staff	01
2.3 No. of students	Nil
2.4 No. of Management representatives	01
2.5 No. of Alumni	Nil
2.6 No. of any other stakeholder and community representatives	Nil
2.7 No. of Employers/ Industrialists	Nil
2.8 No. of other External Experts	03
2.9 Total No. of members	14
2.10 No. of IQAC meetings held	IQAC became operational in 2014-15

2.11 No. of meetings with various stakeholders: NIL No. Faculty
 Non-Teaching Staff Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? Yes No
 If yes, mention the amount

2.13 Seminars and Conferences (only quality related) NIL

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC
 Total Nos.
 International National State Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

2.15 Plan of Action by IQAC/Outcome: IQAC became operational in 2014-15

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements

* Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken

Part – B
Criterion – I

1. Curricular Aspects

Details about Academic Programmes: Hyderabad+Shillong+Lucknow (Face to Face)

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	4+1+1	1		
PG	10+2+1	2		
UG	7+2+1	1		
PG Diploma	2+0+1	1		1
Advanced Diploma	7	1		
Diploma	12			
Certificate	13			
Others (Distance Mode+NF)	3+3+7			7
Total	75			8

Interdisciplinary	2			
Innovative	2			

- 1.2 (i) Flexibility of the Curriculum: CBCS + Core/Elective option + Open options
(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	7 (UG, PG, PG Diploma, PhD, Diploma, Advanced Diploma, Certificate)
Trimester	Nil
Annual	3 (M.A, PGCTE and PGDTE through the Distance mode)

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online Manual Co-operating schools (for PEI)

****Please provide an analysis of the feedback in the Annexure***

The feedback was communicated to individual teachers, but not analysed as IQAC was not operational.

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

MA German was introduced. Updation/revision of syllabi done by Boards of Studies.
Proposal to start the inter-disciplinary programme MCL was approved.
The B.A syllabus was revamped.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

No

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
182	121	40	21	NIL

2.2 No. of permanent faculty with Ph.D.

129

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
121	24	40	20	21	11	Nil	Nil	182	55

2.4 No. of Guest and Visiting faculty and Temporary faculty

--	--	--

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	52	75	12
Presented	108	85	04
Resource Persons	26	93	29

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Use of LCD & OHP Projectors, computer-based packages & computer programming platforms for MCL students, use of interactive software in phonetics digital lag, group presentations, group discussions, Student seminars, use of blogs, Google Groups, etc. for out-of-classroom interactions .

2.7 Total No. of actual teaching days during this academic year

174

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Open book, inclusion of projects in most courses

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

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2.10 Average percentage of attendance of students

75%

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
BA Arabic	12	0	58	33	0	91
BA English	82	01	38	17	20	76
BA French	16	0	26.5	52.94	23.53	94.1
BA Japanese	13	7.6	23.1	46.2	23.1	100
BA Russian	07	14	57	14	0	85
BA Spanish						
MA MCJ English	28	0	60.71	28.57	0	89.28
MA English	160	04	77	19	0	100
MA Arabic	22	0	73	27	0	100
MA French	16	0	25	50	25	100
MA Japanese	05	0	20	80	0	100
MA Russian	10	0	20	80	0	100
MA Spanish	10	0	10	60	20	90
MCL	07	0	28.5	71.5	0	100
PGDTE	37	0	43	57	0	100
B.Ed. (English)	66	0	64	36	0	100
M.Ed. (English)	33	0	79	21	0	100
Ph.D. English	40	0	100	0	0	100
Ph.D. French	1	0	100	0	0	100

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

IQAC was established on January 31, 2014, but became operational in the next academic year.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	23
UGC – Faculty Improvement Programme	Nil
HRD programmes	02
Orientation programmes	13
Faculty exchange programme	01
Staff training conducted by the university	Nil
Staff training conducted by other institutions	08
Summer / Winter schools, Workshops, etc.	27
Others	07

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	188	182	-	-
Technical Staff	55	21	-	-

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

The IQAC became operational in 2014-15.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	01	05	Nil	01
Outlay in Rs. Lakhs	6.25	112	Nil	5.2

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number				01
Outlay in Rs. Lakhs				5.0

3.4 Details on research publications

	International	National	Others
Peer Review Journals	34	35	02
Non-Peer Review Journals	02	23	03
e-Journals	02	05	02
Conference proceedings	11	22	Nil

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organizations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major project	2 years	ICSSR	39,00,000	
Major project	2 years	UGC	10,71,000	8,30,000
Major project	5 years	UGC	25,00,000	14,00,000
Major project	1 year	UNICEF	6,05,850	6,05,850
Major project	2 years	ICSSR	35,00,000	28,00,000
Major project	2 years	UGC	6,25,000	4,25,000
Major project	1 year	UNICEF	6,60,000	6,60,000
Major project	1 year	UNICEF	6,05,850	6,05,850
Major project	2 years	ICSSR	14,81,484	
Major project	1 years	British Council	40,000	40,000
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects (<i>other than compulsory by the University</i>)				
Any other(Specify)				
Total				

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences
organized by the
Institution

Level	International	National	State	University	College
Number	4	4	Nil	3	
Sponsoring agencies	EFLU, ICSSR, MHRD, CIIL, Sahitya Akademi, RELO	EFLU, RELO		EFLU	

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College
Total

3.16 No. of patents received this

Type of Patent		Number
National	Applied	Nil
	Granted	Nil
International	Applied	Nil
	Granted	Nil
Commercialised	Applied	Nil
	Granted	Nil

year

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year

Total	International	National	State	University	Dist	College
	01	02				

3.18 No. of faculty from the Institution who are Ph. D. Guides
and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)
JRF SRF Project Fellows Any

3.21 No. of students Participated in NSS events: There is no NSS Unit

University level State level
National level International level

3.22 No. of students participated in NCC events: There is no NCC Unit

University level State level
National level International level

3.23 No. of Awards won in NSS: Nil

University level State level
National level International level

3.24 No. of Awards won in NCC: Nil

University level State level
National level International level

3.25 No. of Extension activities organized

University forum College forum
NCC NSS Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Establishment of counselling centre
- Swachh Bharat Abhiyan
- Unity Run

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	27.3 acres			27.3 acres
Class rooms	73			73
Laboratories	02			02
Seminar Halls	03			03
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	14	4		18
Value of the equipment purchased during the year (Rs. in Lakhs)	34.27	8.80		43.07
Others				

4.2 Computerization of administration and library

Visitors Management Software installed for Administration Digitization of records
--

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books & Reference Books	1,60,509		2293	35,91,595	1,62,748	
e-Books	60		17		77	
Journals			219	36,17,780		
e-Journals						
Digital Database			11	5,16,035		
CD & Video	1232		nil		1232	

Others (specify)						
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4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	173	22	54	-	-	21	129	1
Added	54	51	51	-	-	3	-	-
Total	227	73	105	-	-	24	129	1

4.5 Computer, Internet access, training to teachers and students and any other programme for technology up gradation (Networking, e-Governance etc.)

51 computers with internet access provided for the use of students in the Computer Lab
--

4.6 Amount spent on maintenance in lakhs :

i) ICT	31.79
ii) Campus Infrastructure and facilities	30.77
iii) Equipments	40.66
iv) Others	46.49
Total :	149.71

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

IQAC was set up on January 2014, and became operational in the next academic year.

5.2 Efforts made by the institution for tracking the progression

Programme coordinators meet regularly to discuss the progress of the students in academics and also address their problems if any. Every School/Department meets once or twice in a semester to discuss the relevance of courses on offer and matters pertaining to student progression. The suggestions and feedback from the faculty (in the University and external) helps the University in taking policy decisions in amending the system if required and to enhance the academic performance of students.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
130	351	126	518

(b) No. of students outside the state

383

(c) No. of international students

19

No	%
641	57

Men

No	%
484	43

Women

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
461	167	84	353	30	1095	540	149	80	330	26	1125

Demand ratio 1:9 Dropout %: 10.08%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Students from socially disadvantaged groups are coached for UGC-NET. The University provides special coaching classes for All India Examinations for students belonging to SC/ST and other minority categories.

ENROLMENT 2013 for UGC NET Coaching Classes

S.No	Year	OBC			SC			ST			Minority			PHC			Grand Total		
		M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
3	2013	16	3	19	15	7	22	2	5	7	0	0	0	1	0	1	34	15	49

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET SET/SLET GATE CAT
IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

Counselling was provided to students by the EFLU Community Counselling Centre
Placement Cell conducted a series of placement drives in which 31 organizations were represented. 300 students participated and 100 found

No. of students benefitted

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
31	300	100	

5.8 Details of gender sensitization programmes

1 Gender Sensitization programme conducted by Counselling Centre in March 2014

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution		
Financial support from government		564,54,000
Financial support from other sources		
Number of students who received International/ National recognitions		

5.11 Student organised / initiatives

Fairs	: State/ University level	<input type="text"/>	National level	<input type="text"/>	International level	<input type="text"/>
Exhibition:	State/ University level	<input type="text" value="01"/>	National level	<input type="text"/>	International level	<input type="text"/>

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

VISION: EFL University's vision is to create a learning environment that fosters critical thinking and new lines of inquiry, by equipping students with resources and skills that conventional higher education in humanities in India has failed to provide, in terms of innovative courses, innovations in teaching methods, and academic flexibility. In keeping with this vision, the University emphasizes a learner-centric approach to education and critical abilities sensitive to social justice, in developing humanities as both a field of knowledge and a practice of social intervention.

MISSION: The University aims to help the youth empower themselves to their fullest potential and contribute to an inclusive national development; to prepare the youth to meet the challenges of a knowledge-based society, and carve out opportunities for themselves by learning to compete globally; to be cognizant that education is the highest leveller of all inequities; to be innovative in our curriculum design by restructuring traditional disciplinary boundaries through joint-degree programmes, cotutelles, faculty and student mobility, and a choice-based credit system; to strengthen and promote research in interdisciplinary areas; to create a team of dedicated research-focused faculty, and give them the opportunities and responsibility for initiatives, and reward them for notable effort and results.

6.2 Does the Institution have a management Information System

The University is involved in developing a work-flow structure which enables the role players at every level to contribute and account for their work. In the academic domain, the Programme Coordinators/Heads of the Departments obtain course descriptions, reading lists and evaluation tasks each semester (well in advance before the semester). They are also responsible for timetabling and classroom allotment. The Heads of the Departments are also required to collate semester-wise course descriptions and prepare a digest of curricular activities. The School Dean oversees this activity and attends to problem areas, if any. Through such work flow management the University aims at consolidating a fully transparent functioning of activities. The University website will be fully utilized for achieving this goal.

Similarly, in the administrative (including Finance) domain, work-flow registers and online information pin point the exact position at which a particular file is located. This enables the concerned officer in the administrative hierarchy to assign responsibility and put in place accountability measures in the day today functioning of the University.

The University ensures continuous improvement through periodic reviews of performance in the Annual Reports. There is a scheme for Academic Audit of course curricula by external experts, and proposal for Social Audit. The IQAC has proposed a mechanism for regular Performance Review of the administrative work, in a multi-tiered system headed by the Registrar and involving all officers from the branch officer level upwards.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

A careful review of the curriculum is done periodically and changes implemented according to the needs of the learners.

6.3.2 Teaching and Learning

The teaching is student-centric and the University has an objective method of evaluation. Changes are implemented based on the feedback from students.

6.3.3 Examination and Evaluation

Efforts are taken to conduct all examinations on time and results announced within a month. The papers are evaluated by the tutor and the marking checked by the programme coordinator/school coordinator.

6.3.4 Research and Development

Dean, research monitors the progress of research students and formulates rules and guidelines to be followed. The Travel Grants Committee recommendation of travel grants for research students for travel within and outside the country for papers presentations. 58 M.Phil degrees and 49 PhD degrees were awarded during this period.

RESEARCH OUTPUT

Members of the faculty are actively engaged in research; during the course of the academic year they have published widely in international and national publications and presented papers at several seminars and conferences. The university encourages students to participate in seminars and conferences and supports this by providing financial aid to enable them to present papers at international venues. (See Annexure A)

6.3.5 Library, ICT and physical infrastructure / instrumentation

BOOKS: The library has 1,64,625 books and other reading materials in English and Foreign Languages – Arabic, Chinese, French, German, Italian, Japanese, Korean, Russian and Spanish. The thrust area of the subject collection pertains to Linguistics, Language Teaching and Literatures of English and Foreign Languages. The library also has a sizeable collection in the areas of Media and Communication studies, Film studies, Sociology, Psychology, Arts, Philosophy, and History.(See Annexure B)

ICT: The University has intranet and internet facility and well-equipped computer and language labs with the latest software.

6.3.6 Human Resource Management

The University has a clear policy on faculty and support staff recruitment and means to address their grievances, if any.

6.3.7 Faculty and Staff recruitment

Vacant posts are advertised from time to time in all leading newspapers and on the website. The appointments are conducted in an objective and fair manner, as per UGC guidelines.

6.3.8 Industry Interaction / Collaboration

The Placement Cell invites companies and schools and colleges to conduct campus interviews. Students of Media and Communication are encouraged to take up internships in media houses.

6.3.9 Admission of Students

See Annexure C

6.4 Welfare schemes for

Teaching	
Non teaching	Rs.2,50,000
Students	Rs.46,21,000

6.5 Total corpus fund generated

112,63,000

6.6 Whether annual financial audit has been done

Yes

No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic			Yes	Boards of Studies Academic Council
Administrative			Yes	Registrar

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes

Yes

No

For PG Programmes

Yes

No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Revision of grading system

Projects made mandatory in many courses

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

EFL is non-affiliating.

6.11 Activities and support from the Alumni Association

6.12 Activities and support from the Parent – Teacher Association

6.13 Development programmes for support staff

Audit training for Section Officers

6.14 Initiatives taken by the institution to make the campus eco-friendly

Use of solar power

Tree plantation undertaken in Shillong campus

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

1. It has been decided to produce a Best Technology Practice Manual, to document innovative teaching practices like use of ICT adopted by teachers.
2. Research in the following new areas has been undertaken in the last few years:
School of Language Sciences: Forensic Linguistics: voice identification, forensic phonetics, native language analysis, speech veracity analysis, etc.; Research in cognitive science has been undertaken to facilitate a better understanding of Indian languages and help explore solutions for cognitive disorders by identifying/ formulating better intervention technologies and rehabilitation programmes.
School of Literary Studies: Digital Humanities. The goals of Critical Humanities Project are to focus on the least represented and fast receding oral, narrative and visual-performative mnemocultures of the marginalized communities in the Indian context and develop mnemocultural researches and teaching.
3. The University has established an Innovation Club, the functions of which will be: to develop tailor-made training programmes for development of language skills in students from rural areas; to support English teaching in schools in the rural sector through the active participation and involvement of our research students; to plan summer/winter schools in specialist areas in languages and culture for faculty and research scholars along the SERC Schools in the sciences model on specific topics in English Literature, Cultural Studies, Linguistics, ELT, and Foreign Languages; to initiate an innovative Teaching Assistantships Programme to support English teaching at the Undergraduate level in the University. This will enable the university to fulfill its social mission not just by statutory reservations but by providing individualized teaching through the maintenance of student- teacher ratios on par with world-class universities like MIT, Harvard, Oxford, and Cambridge. Under the same scheme, the University also plans to offer lucrative postdoctoral teaching fellowships to the PhD students who have not yet secured a job.
4. In 2013 the University decided to introduce OMR evaluation of entrance test answer scripts, to ensure timely announcement of results and eliminate human error. Entrance test questions for undergraduate and MA programmes are in multiple-choice format, and the entire answer script is evaluated by OMR. For research programmes, where writing skills also need to be assessed, a part of the question paper is in multiple- choice format, which is evaluated by OMR.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Proposal to revise grading system implemented
Proposal to digitize all administrative records implemented

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

1. Enhancing Administrative Quality through ICT: Technology driven reforms in record keeping, admissions, and employee punctuality.
2. Ensuring Social Justice in Education: Cell for the Disabled

**Provide the details in annexure (annexure need to be numbered as i, ii,iii)*

7.4 Contribution to environmental awareness / protection

Use of solar power instead of generators during power outages
Plantation scheme adopted in Shillong campus

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

8. Plans of institution for next year

1. Creation of Research Directory and Research Clusters
2. Existing AIELTA Proficiency Test developed by the University to be made online
3. Medical Insurance Cards for students, to facilitate access to healthcare.
4. Creation of a repository of all lectures delivered by eminent guest faculty and invitees.

Name: Prof. Dilip K. Das



Signature of the Coordinator, IQAC

Name: Prof. Surabhi Bharati



Signature of the Chairperson, IQAC

In-Charge Vice Chancellor

Annexure A

Staff Assessment

The University has been following a system of student feedback, which is done manually. Students fill in a feedback form, where they assess the teachers on the following criteria:

- a. Quality of content of lectures
- b. Quality of delivery
- c. Degree of updating of contents
- d. Promptness in evaluation and feedback
- e. Regularity and punctuality in meeting the class
- f. Empathy for the problems faced by students
- g. Quality of research guidance

Assessment on these parameters is done on a 4-point scale:
A = Outstanding, B = Good, C = Satisfactory, D = Poor.

Feedback is communicated to the respective teachers and advice given on action to be taken.

Annexure B

Research Output

Members of the faculty are actively engaged in research; during the course of the academic year they have published widely in international and national publications and presented papers at several seminars and conferences. The university encourages students to participate in seminars and conferences and supports this by providing financial aid to enable them to present papers at international venues.

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22. Padmini Shankar. "Impact of Assessment Practices on Children"s Language Skills Development". 1st International Conference on English Language Education on „Towards Global English Horizons“ organized by Tri-ELE, Bangkok, Thailand.
23. Ravindra Kumar Vemula. "Locating „Indian identity and ideology“ in the international media systems: India- a case study" at International Moscow readings conference. Moscow State University. Moscow, Russia. November 2013.
24. Ravindra Kumar Vemula. "Communicating HIV & AIDS prevention in India: Identifying appropriate health management policies for sustainable development" at the International Association for Media and Communication Research (IAMCR) Conference at Dublin, Ireland. June 2013.
25. Ravindra Kumar Vemula. "Critical analysis of EE interventions in developing countries: India- a case study" at the International Association for Media and Communication Research (IAMCR) Conference at Dublin, Ireland. June 2013.
26. Rajneesh Arora. "Linguistic Discourse Structure and Analysis of Drama" in the 3-Day International Seminar on „Pragmatics of Cross Cultural Communication in a Multilingual Setting“ held from 14-16 September 2013 at Aligarh Muslim University.
27. Revathi Srinivas. "Rethinking Elementary Teacher Education in India: Examining the Implications of a Shift in Public Policy", 8th International Conference on Language Teacher Education, National Capital Language Resource Centre, George Washington University, Washington, USA, May 30-June 1, 2013.
28. Revathi Srinivas. "Empowering English: The Language of Social Equity", at a 2-day International Conference on „The Impact of Social Changes on English Language & Literature: An Overview of the Past 100 Years,“ organized by the Dept. of English, Lingaya's University on February 7-8, 2014. 29. Revathi Srinivas. "Language/Literature: Classroom Enough for Both?" International Conference on Linguistics, Literature and Arts – ICLLA 2014, February 15-16, 2014.
30. Saumya Sharma. "A Psycho-pragmatic Study of Hemingway"s Hills Like White Elephants" at the Three-Day International Seminar on Pragmatics of Cross Cultural Communication in a Multilingual Setting held from 14-16 September 2013 at Aligarh Muslim University.

31. Saumya Sharma. "A Mixed Pickle: Integrating Language, Literature and Critical Theory" at the Two-Day International Conference on „Methods, Aesthetics and Genres in English Communication" held from 4-5 April at University of Petroleum and Energy Studies, Dehradun.
32. Shruti Sircar. "Associations of grammatical knowledge to reading comprehension: Evidence from Bengali children" at International Congress of Linguistics, held in Geneva from 21-27 July 2013.
33. Shruti Sircar. Null and overt subjects in the speech of Bengali children. Poster presented at the 19th International Congress of Linguistics, held in Geneva from 21-27 July 2013.
34. Shruti Sircar. "Validating an Indirect writing Item-type: Paragraph Reconstruction" (with Geetha Durairajan and Meera Srinivas) at the 18th NELTA Conference held in Kathmandu, Nepal from 15-17 February 2013.
35. Shruti Sircar. The Unaccusative-Unergative distinction in L2 acquisition. AINET Conference held in Nagpur from 18-20 January 2013.
36. Temsunungsang T. "Tonotactic constraints in Tibeto-Burman Languages". 19th Himalayan Languages Symposium. Australian National University, Canberra. 6-8 September 2013.
37. Vijaya. "Bare necessities: Nouns, verbs and proficiency" at ICELT held at University Putra, Melacca, Malaysia. (18-20 November 2013).

ENGLISH - NATIONAL

1. Amaliraj K. Keynote address as Chief Guest. Two-day seminar on "Learner – Centered and Communicative Model of Teaching English as a Second Language" at Madurai Kamaraj University, Centre for Educational Research. Madurai, 14 February 2014.
2. Amaliraj K. "CLT: A Pedagogical Perspective". Two-day seminar on „Learner – Centered Communicative Model of Teaching English as a Second Language" at Madurai Kamaraj University, Centre for Educational Research, Madurai, 14 February 2014.
3. Anand Mahanand. "Converging Genres: Teaching R.K. Narayan"s The Guide for Language Skills Development" at XIX International Conference on Translation. Dept. of Mysore and Forum on Contemporary Theory. 15-18 December 2013.
4. Anand Mahanand. "Folklore As History: A Study of Three Myths" at International Conference of Dalit Literature and Historiography. Dept. of English Jamia Milia Islamia University, New Delhi. 19-21 December 2013.
5. Anand Mahanand. (& Harichandan Kar) "Blending the Oral with the Digital: Using Technology as a Pre-reading strategy for the Junanga (Tribal) Learners to Teach English" at

National Seminar on „Making the English Classroom More Inclusive“. Dept. of English, Nizam’s College, Hyderabad. 06-07 January 2014.

6. Arzuman Ara & Rajesh Karankal. “Critical Pedagogy and English Language Teaching” in a UGC sponsored national seminar on „Syllabus Designing: theory and practice“, held by DBJ College, Chiplun, on 8-9 February 2013.

7. Arzuman Ara. “Media Studies and Child Rights: Need for Critical Pedagogy”, at a regional seminar on “Child Rights and the Media”, Dept. of Journalism and Mass Communication, EFL University, Shillong campus, on 31 October-1 November 2013.

8. Arzuman Ara. “Memory and lamentation in three women’s narratives of Garo Hills” at an international seminar on „Cultures of Memory“ organized by EFL University, Shillong campus, on 7-9 November 2013.

9. Arzuman Ara. “Pedagogy of English and Relevance of Classical Indian Literature” at an international conference of South Asian Language and Literatures organized by Dept. of Linguistics, Banaras Hindu University, Varanasi, on 23-25 January 2014.

10. Arzuman Ara. “Rethinking culture in the Tribal Literature of Northeast India” at a national seminar on Tribal Language, Literature and Culture organized by Assamese Marathi & Tamil Language unit of Bhasha-Bhavana, Viswa-Bharati, Bolpur, on 20-21 February 2014.

11. Arzuman Ara. “Inter-semiotic and Cultural Translation in Media” at a national seminar on „Translation and Assamese Literature: History and Theory“ organized by Dept. of Humanities and Social Sciences, IIT-Guwahati and Jamia Milia Islamia, New Delhi held at IIT-Guwahati, on 7-8 March 2014.

12. Asma Rasheed. “Subject Language: Preliminary Notes on Education in Late-19th Century Hyderabad State”. „Early Textbooks and Language Policies in India“ (International Seminar). Dept. of English and CELS, UoH. 24 October 2013.

13. Asma Rasheed. “Pedagogy and Its (Dis) Contents: Being Inclusively Exclusive”. Making the English Classroom at the College Level more Inclusive. Dept. of English, Nizam College, (OU). 6-7 January 2014.

14. Bamon T K. “Establishing Identity: A classroom Approach”. UGC Sponsored National seminar on „Globalization and Ethnic Identity“ at Pachhunga University Mizoram. May 23-24 2013 Mizoram.

15. Jibu Mathew George. "Phenomenology of the Other in Relation to Extreme Experience," One-Day Symposium „Tortuous Memories: Abu Ghraib@10", University of Hyderabad, 24 February 2014.
16. Julu Sen. "English for Specific purposes" organized by ELT@I Hyderabad on „English for Engineers". M.G.I.T Gandipet, 3- 4 April 2014.
17. Kokila, K. "Vivekananda Therapy: Need of the Hour", The Epoch of Vivekananda in Modern India. Organized by Rashtriya Sanskrit Vidyapeeth. Tirupati. 23-24 Dec. 2013.
18. Kokila, K. "An Analytical Study of Translation Strategies adopted for the Evolution of Technical Terminology in Hindi". „Terminology and Translation: A General Review" (Inter-Disciplinary, Multi- Lingual). Organized by Hamdard Public Library NCPUL, HRD Ministry, Govt. of India. Sponsored International Seminar. Beed, Maharashtra 8-9 February 2014.
19. Lakshmi, H. "Representing the Other: The politics of Translation". Paper presented at South Asian Languages Analysis Roundtable -30 (SALA-30 Roundtable), organized by CALTS, UOH, Hyderabad from 6-8 February 2014.
20. Lakshmi, H. "Translation as Rewriting: A case study of Rajasekhara Charitra" paper presented at a National conference of Telugu Linguists" Forum, hosted by Krishna University, Machilipatnam from 6-7 March 2014.
21. Lina Mukhopadhyay. "Role of redrafts in EFL academic writing: An exploration" in 21st Century learners – learning styles and strategies, 8th ELTAI International Conference, Chennai, 18-20 July 2013.
22. Lina Mukhopadhyay & Dr. Shruti Sircar "Asymmetry in the acquisition of directed manner of motion constructions (DMMC) and resultative constructions: evidence from Bengali learners of English" in 30th South Asian Language Analysis Roundtable (SALA 30), 6-8 February 2014.
23. Lina Mukhopadhyay & G. Durairajan "The impact of using evaluation criteria on writing performance: a study of pre-service English teachers" in „Innovation in English Language Teacher Education", Fourth Teacher Educator International Conference, British Council and EFLU, Hyderabad, 21-23 February 2013.
24. Madhava Prasad, M. "Theory and Experience: A Response to Gopal Guru and Sundar Sarukkai"s The Cracked Mirror" presented at the conference on „Understanding Emancipation Today," Department of Cultural Studies, EFL University, Hyderabad, 19 February 2014.
25. Madhava Prasad, M. "The Political Commons: Language and the Nation-State Form", paper delivered at a conference on „Economy, Reason, Affect: Anti-colonial Sensibility 1860-1950" held at the Nehru Memorial Museum and Library, 7-9 January 2014.

26. Madhava Prasad, M. "Gramsci on Education". Special lecture to B.Ed. and M.Ed. students and faculty, EFL U, 8 April 2013.
27. Meera Srinivas. "Do Online Group Discussion Tasks Promote Effective Collaborative Learning?" Teacher Perceptions Teacher Educators" Conference (TEC-14) organized jointly by EFLU and British Council, 19-21 February 2014.
28. Naga Mallika G. "Understanding online journalism: redefining news coverage in India" at the IAMCR conference held in Hyderabad, 2014.
29. Naga Mallika G. "New Communication Technologies and News making processes: A New Discourse?" at a national conference held in Mysore, February 2014.
30. Nikhila H. Invited Speaker: "Phenomenology of Gender as the End of Aesthetic Experience: Thinking through with Ghatashraddha (1962/1977) and its readings". At a UGC-sponsored National Seminar on „Interpreting Literary Narratives: A Phenomenological Perspective“ organized by CMS College, Kottayam on 29-30 August 2013.
31. Nikhila H. Invited Speaker: "Gulabi Talkies". At National Conference on "Representing Human Life: Transmutations in Literature, Cinema and Theatre" organized by the Department of English, Maharani"s Arts, Commerce and Management College for Women, Bangalore on 25-26 October 2013.
32. Nikhila H. Invited Speaker: "Umashree as an actress playing supporting roles". At "Umashree Cinemotsava" organized by Kajana, Bangalore on 8-10 November 2013.
33. Nikhila H. Invited Speaker: "A review of Studies on Gender, Sexuality and Censorship in Indian Cinema". At the National Seminar on "Gender Sexuality and Law" organized by the Department of Women"s Studies, Kannada University Hampi, on 21-22 January 2014.
34. Padmini Shankar. "Language Learning Strategy Preferences of Adult EFL Learners". At the 8th International and 44th National ELT@I Conference on 21st Century Learners: Learning Styles and Strategies. Organizing Institution: ELT@I. Chennai, 18-20 July 2013.
35. Padmini Shankar. "Appraising assessment practices of young ESL learners" at a conference on South Asian Languages Analysis Roundtable (SALA-30). Hyderabad. 6-8 February 2014.
36. Padmini Shankar. "Tasks as Tools to Trigger Reflection in Pre-Service Teachers". 4th International Teacher Educator Conference 2014 (TEC 14) on „Innovation in English Language Teacher Education“ organized by British Council and EFL-U. Hyderabad, 21-23 February 2014.

37. Premakumari Dheram. "Teacher as independent decision maker: CPD Benchmark". 4th International Teacher Educator Conference 2014 (TEC 14) on „Innovation in English Language Teacher Education“ organized by British Council and EFL-U. Hyderabad, 21-23 February 2014.
38. Raju Nayak, V. "Concept of Development: Development and its Effects on Tribes in Andhra Pradesh" at University of Hyderabad at a National Seminar on „Democracy, Development and Tribes in India: Reality & Rhetoric“ 12-13 August 2013.
39. Raju Nayak, V. "Tribal Literature or Folklore? Understanding the Lambada Bhat Oral Narratives" at Deva Matha College Kuravilangad, Kerala on „Eco-Aesthetic Blend: Oral and Written Representations“. February 25, 2014.
40. Revathi Srinivas. "Instructional Materials in Alternative Education: Pedagogic Potential and Problems", at a Two-Day National Seminar on „Making the English Classroom at the College Level more Inclusive“ (under SAP DRS I) Dept. of English, Nizam College, (Osmania University), Hyderabad, 6 - 7 January 2014.
41. Ravindra Kumar Vemula. "Public health care in Private hospitals: A critical analysis of Arogyasri Health Insurance Scheme of Andhra Pradesh" at the International Conference on Managing Health Communication (ICMC-2014), Mudra Institute of Communication, Ahmedabad (MICA), February 2014.
42. Sari R. Hranngul. "Headhunting among the Hmars: From Headhunters to Heart Hunters". „Cultures of Memory: Mnemocultural Praxis in Southeast and other Asian Countries“. Organized by EFLU Campus Shillong, 7-9 November 2013.
43. Sheba Victor. „Book Matters in India as Multilingual Society“ at International Seminar on "Book Matters: Challenges and Potential", organized by Embassy of the Republic of Indonesia, at Hyderabad, India on 16 November 2014.
44. Shruti Sircar. "Elicited Imitation Test: A Measure of Linguistic Knowledge of ESL Learners". Paper presented at Teacher Educator Conference (TEC 14) held in Hyderabad from 22-23 February 2014.
45. Shruti Sircar. "Acquisition of semantics of genitive subjects in Bengali". Paper presented at SALA ROUNDTABLE-30 held at University of Hyderabad from 6-8 February 2014.
46. Shruti Sircar. "Imperatives as the Root Infinitive Analogue in Yemeni Ibbi Arabic: Evidence from Child Language" (with Fawaz Rajeh). Paper presented at SALA ROUNDTABLE-30 held in University of Hyderabad from 6-8 February 2014.
47. Shruti Sircar. "Asymmetry in the acquisition of directed manner of motion and resultative constructions: Evidence from Bengali learners of English" (with Lina

Mukhopadhyay). At SALA ROUNDTABLE-30 at UoH, Hyderabad, 6-8 February 2014.

48. Tharakeshwar V. B. “Problematizing Key Concepts in Translation Studies- Meaning, Equivalence and Language”, Translation Orientation Programme, National Translation Mission, Mysore, 1-5 July.

49. Tharakeshwar V. B. “Translation Evaluation and Assessment”, Translation Orientation Programme. Organized by National Translation Mission, Mysore, 26- 28 July.

50. Tharakeshwar V. B. “Translating Knowledge Texts”, Translation Orientation Programme. Organized by National Translation Mission, Mysore, 23- 25 August.

51. Tharakeshwar V. B. “Multimedia/Intersemiotic Translation”, Translation Orientation Programme. Organized by National Translation Mission, Mysore, 23- 25 September.

52. Tharakeshwar V. B. “History of Translations in India: Towards an Indian Theory of Translation”, Translation Orientation Programme. Organized by National Translation Mission, 28 - 29 October.

53. Tharakeshwar V. B. “Higher Education: Policy Guidelines”, Higher Education: Aspirations, Reality and the Future in the context of Language, Literature and Culture. Organized by Kannada University-Hampi, 8 - 9 October.

54. Tharakeshwar V. B. “Recent Theoretical Developments and Emerging Areas in Translation Studies”, Refresher Course: Terrains of Theory and Research in English Studies. Organized by Department of English, Bangalore University, 22 November.

55. Tharakeshwar V. B. “Albert Camus” Essays and their Relevance in the present Context”, Seminar on Albert Camus” Centenary Celebrations. Organized by Samprati and Forum of College English Teachers, Davangere, 10 November, Davangere.

56. Tharakeshwar V. B. “Recent Theories of Translation: Problematizing the notion of Translation”, Translation Orientation Programme. Organized by National Translation Mission, 9 - 10 December.

57. Tharakeshwar V.B. “Studies so far of Devanoora Mahadeva”s writings”, „Writings of Devanoora Mahadeva”, organized by Department of Kannada, Kannada University-Hampi, 17 January 2014.

58. Tharakeshwar V. B. “Theoretical Developments in the concept of Representation”, Representing Human Life: Transmutation in Literature, Cinema and Theatre. Organized by Department of English and Maharani”s College, 25 - 26 October 2014.

59. Tharakeshwar V. B. “Adhunika Kannada Sahitya Endarenu” (What is Modern Kannada literature), Kannada Rangabhoomi (Kannada Theatre), Special Lectures. Organized by Nandi Halli, P.G. Centre, Bellary University, 5-6 December 2013.

60. Tharakeshwar V. B. “Literary historiography in the context of colonialism and nationalism”, Refresher Course. Organized by University of Hyderabad, 16 January.

61. Tharakeshwar V. B. “Conceptualizing Translation and Translation Studies- Recent Developments”, Special Lecture. Center for Comparative Literature, University of Hyderabad, 3 October.

62. Tharakeshwar V. B. “What is Multilingualism in Indian context?” „Multilingualism and Literary Culture of India”. Sahitya Akademi and Center for Comparative Literature, University of Hyderabad, 27- 29 March.

63. Temsunungsang T. “A preliminary description of Yimchungru phonology”. 8th International conference of NEILS, Guwahati. 31 January – 2 February 2014.

64. Uma Maheswari Bhrugubanda. “Making of Citizen-Devotees: The Question of Spectatorship in Mythological and Devotional Cinema” at The Centre for the Study of Developing Societies on International Conference on „The Many Lives of Indian Cinema”, New Delhi, 9-11 Jan 2014.

65. Venkatesh. “Globalized Rights and Localized Violations: The Case of Palamur Labour in Telangana”, Human Rights in India: Dalits, Tribals and Minorities, Centre for Gandhian Thought & Peace Studies, School of Social Sciences, Central University of Gujarat, Gandhinagar, November 21- 22, 2013.

66. Vipin Kumar, C. “Meritorious Citizens, Malicious Politicians: Re-formations of Politics and Democracy in India” in a UGC National Seminar on Lusus Naturae: Monsters in Film and Fiction, Christian Collage, Chengannur, September 5 – 7, 2013.

MATERIALS DEVELOPMENT: ENGLISH

1. Lina Mukhopadhyay Designing Reading Worksheets (A1-A2 levels), NUSSDP Project (EFL-U, DU and TISS): Units 1-3, 12-13.

2. Revathi Srinivas Understanding paragraph writing (with Kishore Kumar) and Writing personal letters NUSSDP Project (EFL-U, DU and TISS): Units 1 and 3

3. Revathi Srinivas (with Kshema Jose). Introducing Oneself and Others, Asking for and Giving Information, Requesting, NUSSDP Project (EFL-U, DU and TISS): Units 1, 2 & 3

PAPERS PRESENTED AT SEMINARS AND CONFERENCES

FOREIGN LANGUAGES - NATIONAL

1. Abhishek Raushan. “Shiv kumar mishra ka bhaktikal” at Department of Hindi University of Hyderabad on Samkaleen hindi srijan aur alochna, at Hyderabad, 25- 25 March 2014.
2. B. H. R. Koteswara Prasad. “Moscow Fairytales for Adults”, Folklore: Reinventing Past through Folk Traditions. International Conference, JNU, New Delhi. 23-25 October 2013.
3. Mathew John, K. “Kannada Riddles in German Translation, with a Note on Culture and Translation”. In the National Seminar on Local Cultures in a Global Concept organized by Karnatak University, Dharwad, UPE Project on 28 May 2013. 4. Mahmood Alam. “Reading Ghazals of Hafez with Poet Professor Bill Wolak and Sitaris Srinivas Reddy”, Changing the World with the Next Word: Hafez and the Sound of Passion; 4th Hyderabad Literary Festival, Hyderabad, India, 24-26 January 2014.
5. Mahmood Alam. “Persian Legacy in Bengal: A Review” International Conference on Orientalism: Past and Present organized by the Dept. of Arabic, Aliah University, Kolkata, India, 17-18 February 2013.
6. Mahmood Alam. “Shahar Roushan Gashteh dar Shab e bi-Chiragh” 8th International Conference of Iranian Society for Promotion of Persian Language and Literature, Zanjan, Iran, pp. 1-13, 4 September 2013.
7. Mohd. Anzar. “Shah Waliullah Muhaddis Dehlavi ki Islaahi wo Tajdidi Khidmaat” at a UGC-sponsored two-day national seminar on The Relevance of Shah Waliullah’s Teachings to the Contemporary Society, organized by the Department of Arabic, University College of Science, Saifabad, Osmania University, Hyderabad, on 29 & 30 June 2013.
8. Mohd. Anzar “Musaddas Haali - Ummat e Muslima ke Uroojo Zawaal ki Daastan”, at a three-day seminar of 33rd International League of Islamic Literature (India) on The Issues of Muslim Ummah in the Poetry of Allama Shibli and his Contemporaries Poets, held in Aurangabad (M.S.) on November 29 - December 1, 2013.
9. Mohd. Anzar. “Arabic Poetry Literature in India” at the UGC-sponsored two-day National Seminar on Contributions of Malabar to Arabic Poetry, jointly organized by the Department of Arabic, Sullamussalam Science College, Areacode, & Chair for Islamic Studies and Research, University of Calicut on 12- 13 March, 2014.
10. Muzaffar Alam. “Syed Nabi Hyderabad fi zauai kitabihi Minhaj al Arabiyah” (Syed Nabi in the light of his book Minhaj Al Arabiyah). At a three-day National seminar on The contribution of the teachers of Arabic Department, Osmania University to the promotion of Arabic Language and literature held between 30 August – 1 September 2013, organized by the Department of Arabic, Osmania University.

11. Muzaffar Alam. "Prophets and strata of society: Rasail -i-Nur perspective". At a Three-day International Seminar on The role and place of prophethood in humanity"s journey to The Truth organized by Istanbul Foundation for Science and Culture Between 22 - 24 September 2013.
12. Muzaffar Alam. "Daur al Lugha al Arabiyah Fil Insijam al Taifi Fil Hind" (Role of Arabic Language in the promotion of communal harmony in India). At a Two-day National Seminar on Arabic Language in India organized by Islamic Fiqh Academy, All India Association of Arabic Teachers & Scholars, All India Arabic Teachers" Association, and Islamic Educational Scientific & Cultural Organization, New Delhi between 2-3 November 2013.
13. Muzaffar Alam. "Al Malahim al Hindiyah Fil Adab Al Arabi" (Reception of Indian Epics in the Arab World), at a two-day International Conference on Orientalism: past & present organized by the Department of Arabic, Aliah University, Kolkata between 17-18 February 2014.
14. Promila. "Bhumandalikaran, Eco-feminism Aur Adivasi Mahilaon ke Prashan". Organized by Centre for Dalit and Adivasi Studies and Translation on Dalit and Adivasi Literature and Art. University of Hyderabad, 2-3 May 2013.
15. Promila. "Om Prakesh Valmiki ki Sameeksha Drishti: Much Vichar Bindu". Organized by Department of Hindi, University of Hyderabad on Samkleen Hindi Srijan Aur Alochana. Hyderabad, 25-26 March 2014.
16. Promila. "Media Samaj aur Bhasha" Published in Proceedings of Two Days International Conference on Hindi Sahitya aur jansanchar madhyam held at Chandmal Tarachand Bora College, Shirur, Pune, Maharashtra on 11-12 February 2014.
17. Satyabhan Singh Rajput. "Angara: ekologiya i chelovek" at Sibirskoe Prostranstvo v Lingvisticheskome i Kulturnom Aspekte held at Irkutsk State University, Russia, 27-30 June 2013. WORKSHOPS

ENGLISH

1. Amaliraj, K. "Functional English for INA Cadets". Two-day workshop on English Communication Skills for INA Cadets. Organized by Indian Naval Academy, Ezhimala, Kerala. 26 February 2014.
2. Hemalatha Nagarajan. "Conceal to Reveal: Secret Codes in Tenyidie and Prosodic Organization" at the 2nd Workshop on „Tone and Intonation“, English and Foreign Languages University, Hyderabad, 24-25 January 2013.
3. Hemanga Dutta. Conducted a workshop on "Issues of Linguistics from clinical perspective"" at Hellen Keller Institute of Hearing Handicapped Merepett, Hyderabad on 20-22 April, 2014.

4. Jayashree Mohanraj. Conducted a workshop (with Dat Bao), at Monash University, Australia at the Sebe Meral University in Surakarta, Indonesia ; 19 May 2013.

5. Jayashree Mohanraj. Conducted a two-day workshop for the faculty of Sri Vidya Niketan College of Engineering, Tirupati, 5-6 April 2013.

6. Jayashree Mohanraj. Offered a workshop in ELT for teachers of Sri Satya Sai Vidya Vihar, Visakhapatnam, 19-20 April 2013.

7. Julu Sen. Conducted Workshop for Teachers on „Teaching Grammar in innovative ways“. ELTAI, Hyderabad. At Kendriya Vidyalaya – I, Uppal, 26 April 2014.

8. Kokila, K. ‘Hindi Vyakaran aur Prayog’, Hindi Workshop. CSIR- National Geophysical Research Institute. Hyderabad 9 Dec. 2013.

9. Lina Mukhopadhyay. Conducted a workshop (with G. Durairajan) on “Open Book Exams in Refresher Course in English Language Studies” at Academic Staff College, Hyderabad Central University, 16 July 2013.

10. Lina Mukhopadhyay Conducted a workshop on “Issues in designing language tests” for teaching assistants for non-formal courses, July 2013, EFL-U, Hyderabad.

11. Lina Mukhopadhyay Conducted a workshop (with G. Durairajan) “Language Evaluation in Multilingual Contexts: Possibilities of Using L1 in the English Classroom” in Innovation in English Language Teacher Education, Fourth Teacher Educator

International Conference, British Council and EFLU, Hyderabad, 21-23 February, 2013.

12. Madhava Prasad, M. “Secularism, Law and Religion” at Cultural Studies Workshop on „Law, Culture and Social Justice“ organized by the Centre for Studies in Social Sciences, Kolkata at Shantiniketan, 9-14 March 2014.

13. Malathy Krishnan. Resource Person at a one-day ELT workshop at the Department of English, Tiruvarur Central University, on March 7, 2014.

14. Malathy Krishnan. Resource Person at a Research Methodology Workshop at the Department of English, Christ University, Bangalore on March 19, 2014.

15. Malathy Krishnan. Resource person at a workshop on the „Teaching of Grammar at Kendriya Vidyalaya“, Uppal, Hyderabad, on April 26, 2014.

16. Mohanraj, S. Resource Person, Workshop for Teachers at Sri Vidyaniketan Engineering College, Tirupati organized by APSICHE. April 5.

17. Mohanraj, S. Keynote address: „Impact of Socio Cultural Political Analysis on the Formation of Teachers“ at Loyola Academy, Chennai, April 20.

18. Mohanraj, S. Resource Person at the workshop on „Academic Writing“ for the faculty of KIIT University, Bhubaneswar, July 4.

19. Rajneesh Arora. Conducted a workshop on “Every Text has a Reader and Every Reader has a Text: Developing Learner Autonomy” and also chaired a session on “Skills-Based Materials for the English Classroom” at the two-day International Conference on „Who“, „What“, „How“: ELT in the Global Context in association with ELT@I, RELO, American Center and the British Council held on 18 - 19 May, 2013, at Amity University, Lucknow.

20. Roopa Suzana. Resource Person in Phonetics, during the Workshop conducted for Academic Counsellors of the M.A. (Distance Mode) Programme conducted by the School of Distance Education, EFL-U. (23-25 October 2013).

21. Saumya Sharma. Delivered lectures on Phonetics and Spoken English at the National Workshop on „Basic Pronunciation and Speech Training“ organized by Mangalayatan University, on 17 - 18 August 2013.

22. Temsunungsang, T. “Issues in Loan Phonology”. National Workshop on „Research in Tribal Languages of North East India“. EFL University, 6-7 November 2013.

23. Tharakeshwar V. B. Creating an e-repository to research representations of Region. Workshop for UGC DRS SAP Phase II Representing the Region: Literary Discourses, Social Movements and Cultural Forms in the Western Region: 1960-2000. Organized by M.S. University, Baroda, 25 January. MATERIALS DEVELOPMENT: FOREIGN LANGUAGES

1. Mathew John, K. “Translation of cultures: The „discontent“ of content in the context of Globalisation” in German Studies in India (Indo-German) New Series, July 2013, Vol.1, No.1, pp. 43-55. ISSN 2321-7863f.

2. Mahmood Alam. “Arusak e Pusht e Pardeh” / “Mojassemah”; Hindi translation of Persian short story by Sadeq Hedayat; Saar-Sansar (New Delhi), pp. 41-49, Oct-Dec. 2013, (ISSN 2320-3277).

3. Neeraja Jaiswal. “Vazhnost” perevodovedeniya pri obuchenii studentov – filologov” – Special Issue of Russian Philology on „Russian Language, Literature and Culture“ (EFLU, Hyderabad) (2013): 92-96. ISSN 2231-1564.

4. Neeraja Jaiswal. Edited Russian Philology, Nos. 30-31 (EFLU, Hyderabad, Published in 2013), 255 pgs. ISSN 2231-1564.

5. Neeraja Jaiswal. Edited jointly with Vinay Totawar, Special Issue of Russian Philology on “Russia Today: Russian Language, Literature and Culture” (EFLU, Hyderabad, 2013) 110 pgs. ISSN 2231-1564. 6. Satyabhan Singh Rajput. Russian Philology, issue no. 32, 2013, EFLU, pp. 216. ISSN 2231-1564.

STUDENT CONTRIBUTIONS INTERNATIONAL SEMINARS AND CONFERENCES (2013 -2014) (Participation supported by self-generated funds of the university under Travel Grant Regulation – 20)

1. Mr Bhavesh Kumar, Ph.D. (CL) “Narrative Construction of History: Investigating Historical Pluralism” at International Conference at Lax Cruces, New Mexico, USA from 15-19 April 2013.

2. Mr Maagi Venkanna, Ph.D. (L&P). “The Pronunciation of English Lecturers and their Knowledge of English Phonetics” at the 3rd International Conference on English Pronunciation: Issues & Practices (EPIP3) at University of Murcia, Spain, from 8-10 May 2013.

3. Mr Purna Bahadur Kadel, Ph.D. (ELE). “Developing Communicative Competence of ESL Learners through Task-based Language Teaching” at the “3rd International Conference on Foreign Language Teaching and Applied Linguistics (FLTAL) held at Burch University, Sarajevo, Bosnia from 3-5 May 2013.

4. Mr. Andy Stephen Silveira, Ph.D. (FS&VC). “Parodying the Homosexual: Reconfiguring Queerness in Bollywood” at the International Conference on DesiQ 2013 Conference at San Francisco, California, from 4 – 6 July 2013.

5. Ms Nirmala M.N, (FS&VC). “Negotiating the Creative Sector: Understanding the Role of the State in Organizing Film Labor” at the “23rd International Screen Studies Conference” organized by Journal Screen and University Glasgow, Glasgow UK, from 28 – 30 June 2013.

6. Ms Deepa B.S., Ph.D. (CWL). “The Bush, the City and the Metropolis in Patrick White’s The Aunt’s Story” at the International Conference “ASAL Country Conference 2013” in New South Wales, Australia, from 3 – 5 July 2013.

7. Ms Ankhi Mukherjee, Ph.D (FS&VC). “Tintin and the Spectacle of the „Eastern Europe“ and the „Non-West” at the International Conference on “Film and Media 2013 Conference” in London, from 27 – 29 June 2013.

8. Ms A Sivakamasundari, Ph.D. (Eng. Literature). “Developmental Disabilities in Tamil Cinema: An Inquiry into Representation and Discourse” at the International Conference “Society for Disability Studies 26th Annual Meeting” at Orlando, Florida, USA from 26-29 June 2013.

9. Mr Ameen Ahmed Al-Ahdal, Ph.D. (L&P). “A Phase-Based Account of Movement-Contingent Agreement” and “On C/T-V Relation: Feature Inheritance and Feature Sharing” at

the International Conference on 19th International Congress of Linguistics in Geneva from 21-27 July 2013.

10. Ms Arjita Pradhan, Ph.D. (CL). "Mapping Indigeneity: A Comparative Study of the Fiction of Mahasweta Devi and James Welch" at the International Conference on "2013 Annual Conference of the Native American and Indigenous Studies Association (NAISA)" in Canada, from 13-15 June 2013.

11. Mr Mir Nurul Islam, Ph.D. (Eng. Lit.). "It is all about Water: Eco-fictional Texture in Amitav Ghosh's The Hungry Tide" at the 11th Annual ASNEL/GNEL Summer School/Conference "Just Politics? Eco Criticism between Imagination and Occupation" at Potsdam University, Germany, from 2-6 September 2013.

12. Mr Aravinda Bhat, Ph.D. (Eng. Lit.). "Corporeal Refractions: Altered Sensation and Self-Understanding in Borges' Fictions" at the International Conference "45th Annual Convention of the Northeast Modern Language Association" in Harrisburg, Pennsylvania, sponsored by Susquehanna University from 3 – 6 April 2014.

MASTER OF PHILOSOPHY: DISSERTATIONS (2013- 2014)

During the academic year, 38 MPhil dissertations were produced (28 English; 06 Arabic; 03 French; Russian 01).

ENGLISH

LINGUISTICS AND PHONETICS (M.Phil.)

1. The Metaphors of Martyrdom: A Sociolinguistic Study of the Songs Written During the Telangana Movement for Separate Statehood

Vemula Bhupathi Rao

2. Part of Speech Tag N-Gram Profiles for Genre Classification in Bangla

Ashmita Chatterjee

3. Compounding in Tenyidie

Meteihouthie Mor

4. Use of Politeness in Arthur Miller's All My Sons: A Study in Pragmatics

Sulekha Verma

5. A Study on the Students' Performance in English in Andhra Pradesh State Board of Intermediate Education Examination

Bandar Sadanandam

6. A Phonological Study on the Intelligibility of English at an International Call Centre

Srinivasa Kumar Kolusu ENGLISH LITERATURE (M. Phil.)

1. Nationalism in the Discourse of Colonial Modernity: A Study of Indulekha and Saraswathi Vijayam

Sujith Janardhanan

2. Imagining the Malayalee Muslim Woman: A Post Secular Reading of Khadija Mumtas Athuram and Barsa

Muhammadali

3. Remigrating Home: A Study of the Theme of Return in Selected Indian English Novels

Rishi Iniyan P

4. Dark Sweethearts: Postmodern Women in Haruki Murakami's Fiction

Chaandreyi Mukherjee

5. The Struggle of Meaning: The Dynamics of Author-Reader Relation in J K Rowling's Pottermore

Minz Deepshika Adrian

6. Myth Gender and Making of another Reality in Select Novels of Jose Saramaga

Chaitanya P. C.

7. Gender Discourse and the Indian English Theatre: The Third Gender in Mahesh Dattani's Plays

Parvathi Premnazir

8. Dalits and the Democratic Revolution: A Critical Inquiry and Reconsideration

More Pradnya V

9. The Adivasi Movements and Question of Autonomy: The Muthanga Land Struggle in Kerala

Narayanan M. S

10. The Dialectic of Sacred Prostitution: Reading Devadasi Practice through Popular Marathi Literature

Salunke Nilekha Dattatreya

11. A Study of Localization of Advertisements as a Strategy of Communication in General and as an Expansion of Translation in Particular

Uppu Jyothirmai

12. Documenting and Translating Lambada Folk Songs: Problems in Transference and Translation

Banothu Shankar

13. Translating Pop Music for the Bharalok: Creating Newer Distinction

Abhishek Tah

ENGLISH LANGUAGE EDUCATION (M. Phil.)

1. Enhancing Writing Skills using Local Folktales

Kedala Karuna Sree

2. Creating Opportunities for Developing Speaking Skills in English among Lambada Learners

Palthi Hathiram

3. Teaching Lexical Chunks to Improve Oral Fluency of Young ESL Learners

T. Sunitha

4. Adapting Instructional Content in Vocabulary Teaching: A Study

Manali Karmakar

5. Using Task Based Language Teaching for Developing Interactional Competence in ESL Learners

Dondapati Sudeepthi

6. The Processing of Morphologically Complex Words by Dyslexic L2 Learners

Kankan Das

7. Developing Writing Skills Using Folktales as Input

Kamble Dhammapal Pandhari

8. Developing Summarizing Skills Using Extensive Reading

Shravasti Chakravarthi

9. Augmenting Academic Speaking at the Tertiary Level through Neuro-Linguistic Grammmaring:
An Experimental Study

Ayesha Salma

ARABIC (M. Phil.)

1. Mahmood Mohammad Shaker: Life and Literary Works

Md. Aadil Slam

2. The Role of Schools in the Promotion and Development of Arabic Language in the State of
Kerala

Abdul Zuhair C

3. Social Aspects as Depicted in Saudi Short Stories

Saithalavi K

4. Contribution of Ibn-E-Mishan to Arabic Syntax

Md. Ashrafuddin

5. Indian Council for Cultural Relations and the Promotion of Arabic

Md. Shamim Nizami

6. Translation of Arabic Official Documents: Methods and Problems

Mohammed Afroze Ahmed

FRENCH (M. Phil.)

1. La résistance par le corps féminin dans “Femmes d’Alger dans leur appartement”

T.S. Kavitha

2. La plurivocité et la responsabilité énonciative dans le Monde, Le Figaro et Libération: Les
élections présidentielles de 2012

Ramya Sunder

3. SMS et Tchat en français: une étude linguistique dans le context indien

Chinmoypritam Muduli

RUSSIAN (M. Phil.)

1. Idiomatic Expressions Relating to Human Body Parts in Russian and English: A Comparative Analysis

Parijat Bhattacharjee

DOCTOR OF PHILOSOPHY: THESES (2013 – 2014)

During the academic year, 31 PhD theses were produced (23 English; 06 Arabic; 01 French; 01 Spanish).

LINGUISTICS AND PHONETICS (Ph. D.)

1. Language, Power and Defense mechanisms in Drama: A Study in Discourse analysis with reference to Select plays of Arthur Miller

Saumya Sharma

2. A Socio-phonetic Study of Select Political Speeches in English

Braj Mohan

3. Agree as Feature-Sharing: A Minimalist account of Verbal Agreement in Hindi-Urdu

Tasneem Firdaus Ali

4. Cohesion and Coherence in the Writings of Sudanese EFL Learners

Haytham Othman Hassan Abdalla

5. Rhythm and Intonation in Assamese and its Impact on Assamese English: A Phonetic Study

Tarun Tanuli

ENGLISH LITERATURE (Ph. D.)

1. Crafting to Mould Children's Mind: Indian Women Writings for Children in English in India

Archana

2. The Vortex of Postcolonial Identities in the New World Order with Reference to Select South Asian Novels in English

Sheikh Mehdi Hasan

3. A Narratological Study of Harry Potter Novels: Seven Types of Narratives

Girish D Pawar

4. Colonial Modernity and Neo-Religious Identities in Travancore: A Critical Study of the Evolution of the PRDS

Abhilash V. V

52

5. Deciphering „Kulapuranas“: An Inquiry into the Oral Histories and Genealogies of Castes in Telangana Region

G. Thirupathi

6. Let the Kite Perch! Let the Eagle Also Have a Perch...Post Colonialism and Discordant Encounters in Reading West African Literature

Anwesh Das

7. The Problem of Appearance and Reality in the Fiction of Raja Rao and Iris Murdoch: A Comparative Study

Bidyut Bhusan Jena

8. Practice of Self Performativity and Identity in Naga Culture

Hewasa Lourin

ENGLISH LANGUAGE EDUCATION (Ph.D.)

1. Encoding Spatial Events in English as a Second Language: Universal and Languages Specific Features

Sudharshana N.P.

2. Redesigning the Persuasive Skills Component in Business Communication Courses: An Exploratory study

Hyma Apparaju

3. Developing Teacher's Ability to Reflect on Classroom Practices: An Experimental Study

Celestina Lepcha

4. Exploring Learners“ Use of L1 in Collaborative L2 Writing

Uma Maheswari Chimirala

5. Designing an Inset Modular Curriculum for ESP Teacher Training in Yemen

Nagm Addin Md Abdu Saif

6. Understanding Teacher Perceptions of L2 Writing to Develop a Reflective Approach to Feedback

D. Prudvi Raju

7. Understanding Reflection in Practice: A Case Study of In-service Teachers

Y. Nirmala

8. Renewing the Curriculum for Higher Secondary English Teacher Training in Bangladesh: A Study

Md. Manwarul Haq

9. The Role of L1 in L2 Reading Comprehension: Evidence from a Study on Strategy Instruction

Mahananda Pathak

10. Developing Speaking Skills of Lambada Studies through a Collaborative Learning Method

Bhukya Veerana

ARABIC (Ph.D.)

1. Development of Arabic Language and Literature in Tamil Nadu and its Impact on Tamil Culture

M. Mohammed Rafiq

2. Image of Women in the Novels of Yusuf Idris

Md. Abdul Kalam Choudhury

3. Arab World as Reflected in the Post Independent Indian Travelogues (Arabic, English and Urdu)

Md. Moshahid

4. Historical Novels of Jurji Zaydan and Naseem Hijazi: A Comparative Study

Azmatullah

5. Free verse in Arabic Poetry with Special Reference to Adonis

Shareef C.P

6. Contribution of Zakaria Kandheluri to Arabic Literature: A Critical Study

Syed Ahmed Zakarya Ghouri

FRENCH (Ph.D.)

1. Bakhtine et Kourouma: une esthétique dialogique de la création Romanesque Francophone

Foara Das Gupta Adhikari

SPANISH (Ph.D.)

1. El testimonio en la India America Latina: Traduccion y Analisis de Chindu Yellamma al Espanol

T. Srivani

Annexure B

Library

(i) OPAC: The bibliographic details of each book in the Library have been fed into the Computer using NewGenLib Library Software. Users can access the books and other documents held in the Library collection through OPAC computers.

(ii) DATABASE: Under the UGC Digital Infonet Consortium, the library has access to the following Databases.

1. JSTOR
2. Project Muse
3. Cambridge University Press Online Journals.
4. Oxford University Press Online Journals.
5. Springer/Kluwer Online Journals.
6. Taylor and Francis Online Journals
7. Economic and Political Weekly.
8. Web of Science
9. Wiley Journals

Annexure C

Admissions

In the academic year 2012-13, the Hyderabad campus admitted 133 students to its undergraduate programmes in English and Foreign Languages, 88 students to MA (English) and 62 to foreign languages, 17 to MCJ, and 76 students to its B.Ed and 36 to the M.Ed programme. Seventeen students have been admitted to MCL. Fifty-two students have enrolled for the PGDTE (English) and three for PGDTA (Arabic) programmes.

In various part-time programmes offered by the University, 353 have registered for Certificate of Proficiency in Foreign Languages; 254 for Diplomas in foreign languages, and 22 for Advanced Diplomas.

In its constituent campus at Lucknow, 20 students have enrolled for BA and 13 in Shillong and 9 for BCJ; 17 students have enrolled for MA at Lucknow and 21 in Shillong; 9 for MCJ and 9 for MA in Linguistics at the Shillong Campus. Two students have enrolled for the PGDTE Programme at Lucknow, 5 and 8 for PhD at Lucknow and Shillong.

The University has a large number of foreign students. One foreign national is registered for a Postdoctoral course, 2 each for PhD in ELE and English Literature, 9 for the two-year MA (English) Programme, 1 each in MA(MCJ), MA (Spanish), and MA (Japanese). Two students are enrolled for BA (Arabic). Under the ICCR / Ethiopian Govt./EdCIL-Sponsored scheme 6 have joined for various programmes; 13 students have enrolled under SAARC schemes. Two foreign students have joined the Certificate of Proficiency course in foreign languages, and one in the Advanced Diploma Course.