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:

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

<table>
<thead>
<tr>
<th>1.1 Name of the Institution</th>
<th>The English and Foreign Languages University, Hyderabad</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Address Line 1</td>
<td>Osmania University Campus, Ravindra Nagar</td>
</tr>
<tr>
<td>Address Line 2</td>
<td></td>
</tr>
<tr>
<td>City/Town</td>
<td>Hyderabad</td>
</tr>
<tr>
<td>State</td>
<td>Telangana</td>
</tr>
<tr>
<td>Pin Code</td>
<td>500007</td>
</tr>
<tr>
<td>Institution e-mail address</td>
<td><a href="mailto:vceflu@gmail.com">vceflu@gmail.com</a></td>
</tr>
<tr>
<td>Contact Nos.</td>
<td>040-27098141, 040-27098131</td>
</tr>
</tbody>
</table>
Name of the Head of the Institution: Prof. Sunaina Singh

Tel. No. with STD Code: 040-27098141

Mobile: 09000501357

Name of the IQAC Co-ordinator: Prof. Dilip K. Das

Mobile: 08790717580

IQAC e-mail address: director.iqac@efluniversity.ac.in

1.3 NAAC Track ID (For ex. MHCOGN 18879) TSUNGN10019

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: www.efluniversity.ac.in

Web-link of the AQAR: www.efluniversity.ac.in/AQAR/2013-14.doc

1.6 Accreditation Details

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Cycle</th>
<th>Grade</th>
<th>CGPA</th>
<th>Year of Accreditation</th>
<th>Validity Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1st Cycle</td>
<td>5-Star</td>
<td>2001</td>
<td>5 years</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2nd Cycle</td>
<td></td>
<td></td>
<td>5 years</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3rd Cycle</td>
<td></td>
<td></td>
<td>5 years</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4th Cycle</td>
<td></td>
<td></td>
<td>5 years</td>
<td></td>
</tr>
</tbody>
</table>

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

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 [x] Deemed [ ] Private [ ]

Affiliated College          Yes [ ] No [x]

Constituent College         Yes [ ] No [x]

Autonomous college of UGC   Yes [ ] No [x]

Regulatory Agency approved Institution Yes [ ] No [x]

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

Type of Institution Co-education [x] Men [ ] Women [ ]

Urban [x] Rural [ ] Tribal [ ]
### Financial Status
- Grant-in-aid [ ]
- UGC 2(f) [x]
- UGC 12B [x]
- Grant-in-aid + Self Financing [ ]
- Totally Self-financing [ ]

### 1.10 Type of Faculty/Programme
- Arts [x]
- 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 [x]
- 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

<table>
<thead>
<tr>
<th>Total Nos.</th>
<th>International</th>
<th>National</th>
<th>State</th>
<th>Institution Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

IQAC became operational in 2014-15

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 *

<table>
<thead>
<tr>
<th>Plan of Action</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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)

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

| Interdisciplinary      | 2                             |                                          |                                   |                                               |
| Innovative            | 2                             |                                          |                                   |                                               |

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

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Number of programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>7 (UG, PG, PG Diploma, PhD, Diploma, Advanced Diploma, Certificate)</td>
</tr>
<tr>
<td>Trimester</td>
<td>Nil</td>
</tr>
<tr>
<td>Annual</td>
<td>3 (M.A, PGCTE and PGDTE through the Distance mode)</td>
</tr>
</tbody>
</table>
1.3 Feedback from stakeholders*  
(On all aspects)

Alumni ☐ Parents ☐ Employers ☐ Students ☒

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

<table>
<thead>
<tr>
<th>Total</th>
<th>Asst. Professors</th>
<th>Associate Professors</th>
<th>Professors</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>182</td>
<td>121</td>
<td>40</td>
<td>21</td>
<td>NIL</td>
</tr>
</tbody>
</table>

2.2 No. of permanent faculty with Ph.D. 129

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

<table>
<thead>
<tr>
<th>Asst. Professors</th>
<th>Associate Professors</th>
<th>Professors</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>R V</td>
<td>R V</td>
<td>R V</td>
<td>R V</td>
<td></td>
</tr>
<tr>
<td>121 24</td>
<td>40 20</td>
<td>21 11</td>
<td>Nil</td>
<td>182 55</td>
</tr>
</tbody>
</table>

2.4 No. of Guest and Visiting faculty and Temporary faculty

2.5 Faculty participation in conferences and symposia:

<table>
<thead>
<tr>
<th>No. of Faculty</th>
<th>International level</th>
<th>National level</th>
<th>State level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended</td>
<td>52</td>
<td>75</td>
<td>12</td>
</tr>
<tr>
<td>Presented</td>
<td>108</td>
<td>85</td>
<td>04</td>
</tr>
<tr>
<td>Resource Persons</td>
<td>26</td>
<td>93</td>
<td>29</td>
</tr>
</tbody>
</table>

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

2.10 Average percentage of attendance of students

75%

2.11 Course/Programme wise
distribution of pass percentage:

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

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

2.14 Details of Administrative and Technical staff

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Permanent Employees</th>
<th>Number of Vacant Positions</th>
<th>Number of permanent positions filled during the Year</th>
<th>Number of positions filled temporarily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Staff</td>
<td>188</td>
<td>182</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Technical Staff</td>
<td>55</td>
<td>21</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>Completed</th>
<th>Ongoing</th>
<th>Sanctioned</th>
<th>Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>01</td>
<td>05</td>
<td>Nil</td>
<td>01</td>
</tr>
<tr>
<td>Outlay in Rs. Lakhs</td>
<td>6.25</td>
<td>112</td>
<td>Nil</td>
<td>5.2</td>
</tr>
</tbody>
</table>

3.3 Details regarding minor projects

<table>
<thead>
<tr>
<th></th>
<th>Completed</th>
<th>Ongoing</th>
<th>Sanctioned</th>
<th>Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td></td>
<td></td>
<td></td>
<td>01</td>
</tr>
<tr>
<td>Outlay in Rs. Lakhs</td>
<td></td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

3.4 Details on research publications

<table>
<thead>
<tr>
<th></th>
<th>International</th>
<th>National</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Review Journals</td>
<td>34</td>
<td>35</td>
<td>02</td>
</tr>
<tr>
<td>Non-Peer Review Journals</td>
<td>02</td>
<td>23</td>
<td>03</td>
</tr>
<tr>
<td>e-Journals</td>
<td>02</td>
<td>05</td>
<td>02</td>
</tr>
<tr>
<td>Conference proceedings</td>
<td>11</td>
<td>22</td>
<td>Nil</td>
</tr>
</tbody>
</table>

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
<table>
<thead>
<tr>
<th>Nature of the Project</th>
<th>Duration Year</th>
<th>Name of the funding Agency</th>
<th>Total grant sanctioned</th>
<th>Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major project</td>
<td>2 years</td>
<td>ICSSR</td>
<td>39,00,000</td>
<td></td>
</tr>
<tr>
<td>Major project</td>
<td>2 years</td>
<td>UGC</td>
<td>10,71,000</td>
<td>8,30,000</td>
</tr>
<tr>
<td>Major project</td>
<td>5 years</td>
<td>UGC</td>
<td>25,00,000</td>
<td>14,00,000</td>
</tr>
<tr>
<td>Major project</td>
<td>1 year</td>
<td>UNICEF</td>
<td>6,05,850</td>
<td>6,05,850</td>
</tr>
<tr>
<td>Major project</td>
<td>2 years</td>
<td>ICSSR</td>
<td>35,00,000</td>
<td>28,00,000</td>
</tr>
<tr>
<td>Major project</td>
<td>2 years</td>
<td>UGC</td>
<td>6,25,000</td>
<td>4,25,000</td>
</tr>
<tr>
<td>Major project</td>
<td>1 year</td>
<td>UNICEF</td>
<td>6,60,000</td>
<td>6,60,000</td>
</tr>
<tr>
<td>Major project</td>
<td>1 year</td>
<td>UNICEF</td>
<td>6,05,850</td>
<td>6,05,850</td>
</tr>
<tr>
<td>Major project</td>
<td>2 years</td>
<td>ICSSR</td>
<td>14,81,484</td>
<td></td>
</tr>
<tr>
<td>Minor project</td>
<td>1 year</td>
<td>British Council</td>
<td>40,000</td>
<td>40,000</td>
</tr>
</tbody>
</table>

Minor Projects
Interdisciplinary Projects
Industry sponsored
Projects sponsored by the University/College
Students research projects (*other than compulsory by the University*)
Any other (Specify)
Total

3.7 No. of books published
i) With ISBN No. 64 Chapters in Edited Books 51

ii) Without ISBN No. 11

3.8 No. of University Departments receiving funds from

- UGC-SAP 02
- 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 Rs.232.59 lakhs
3.11 No. of conferences organized by the Institution

<table>
<thead>
<tr>
<th>Level</th>
<th>International</th>
<th>National</th>
<th>State</th>
<th>University</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>4</td>
<td>4</td>
<td>Nil</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Sponsoring agencies</td>
<td>EFLU, ICSSR, MHRD, CIIL, Sahitya Akademi, RELO</td>
<td>EFLU, RELO</td>
<td>EFLU</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

154

3.13 No. of collaborations

<table>
<thead>
<tr>
<th>Level</th>
<th>International</th>
<th>National</th>
<th>Any other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.14 No. of linkages created during this year

03

3.15 Total budget for research for current year in lakhs:

| From Funding agency | 564.54 | From Management of University/College | |
|---------------------|--------|--------------------------------------|
| Total               | 564.54 |                                      |

3.16 No. of patents received this year

<table>
<thead>
<tr>
<th>Type of Patent</th>
<th>National</th>
<th>International</th>
<th>Commercialised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Applied</td>
<td>Applied</td>
<td>Applied</td>
</tr>
<tr>
<td></td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Total</th>
<th>International</th>
<th>National</th>
<th>State</th>
<th>University</th>
<th>Dist</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.18 No. of faculty from the Institution who are Ph. D. Guides and students registered under them

61

129

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

50

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

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

<table>
<thead>
<tr>
<th></th>
<th>University forum</th>
<th>College forum</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Existing</th>
<th>Newly created</th>
<th>Source of Fund</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus area</td>
<td>27.3 acres</td>
<td></td>
<td></td>
<td>27.3 acres</td>
</tr>
<tr>
<td>Class rooms</td>
<td>73</td>
<td></td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>Laboratories</td>
<td>02</td>
<td></td>
<td></td>
<td>02</td>
</tr>
<tr>
<td>Seminar Halls</td>
<td>03</td>
<td></td>
<td></td>
<td>03</td>
</tr>
<tr>
<td>No. of important equipments purchased</td>
<td>14</td>
<td>4</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Value of the equipment purchased</td>
<td>34.27</td>
<td>8.80</td>
<td></td>
<td>43.07</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2 Computerization of administration and library

- Visitors Management Software installed for Administration
- Digitization of records

4.3 Library services:

<table>
<thead>
<tr>
<th></th>
<th>Existing No.</th>
<th>Value</th>
<th>Newly added No.</th>
<th>Value</th>
<th>Total No.</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Books &amp; Reference Books</td>
<td>1,60,509</td>
<td></td>
<td>2293</td>
<td>35,91,59</td>
<td>1,62,748</td>
<td></td>
</tr>
<tr>
<td>e-Books</td>
<td>60</td>
<td></td>
<td>17</td>
<td></td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td></td>
<td></td>
<td>219</td>
<td>36,17,78</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>e-Journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Database</td>
<td></td>
<td></td>
<td>11</td>
<td>5,16,035</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD &amp; Video</td>
<td>1232</td>
<td></td>
<td></td>
<td>nil</td>
<td>1232</td>
<td></td>
</tr>
</tbody>
</table>
4.4 Technology up gradation (overall)

<table>
<thead>
<tr>
<th></th>
<th>Total Computers</th>
<th>Computer Labs</th>
<th>Internet</th>
<th>Browsing Centres</th>
<th>Computing Centres</th>
<th>Office Departments</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing</td>
<td>173</td>
<td>22</td>
<td>54</td>
<td>-</td>
<td>-</td>
<td>21</td>
<td>129</td>
</tr>
<tr>
<td>Added</td>
<td>54</td>
<td>51</td>
<td>51</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>73</td>
<td>105</td>
<td>-</td>
<td>-</td>
<td>24</td>
<td>129</td>
</tr>
</tbody>
</table>

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (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

<table>
<thead>
<tr>
<th></th>
<th>UG</th>
<th>PG</th>
<th>Ph. D.</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>130</td>
<td>351</td>
<td>126</td>
<td>518</td>
</tr>
</tbody>
</table>

(b) No. of students outside the state

383

(c) No. of international students

19

<table>
<thead>
<tr>
<th>No</th>
<th>%</th>
<th></th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>641</td>
<td>57</td>
<td>Men</td>
<td>484</td>
<td>43</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Year</th>
<th>OBC M</th>
<th>OBC W</th>
<th>OBC T</th>
<th>SC M</th>
<th>SC W</th>
<th>SC T</th>
<th>ST M</th>
<th>ST W</th>
<th>ST T</th>
<th>Minority M</th>
<th>Minority W</th>
<th>Minority T</th>
<th>PHC M</th>
<th>PHC W</th>
<th>PHC T</th>
<th>Grand Total M</th>
<th>Grand Total W</th>
<th>Grand Total T</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2013</td>
<td>16</td>
<td>3</td>
<td>19</td>
<td>15</td>
<td>7</td>
<td>22</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>34</td>
<td>15</td>
<td>49</td>
</tr>
</tbody>
</table>

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  100

5.7 Details of campus placement

<table>
<thead>
<tr>
<th>On campus</th>
<th>Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Organizations Visited</td>
<td>Number of Students Participated</td>
</tr>
<tr>
<td>31</td>
<td>300</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Financial support from institution</th>
<th>Number of students</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial support from government</td>
<td></td>
<td>564,54,000</td>
</tr>
<tr>
<td>Financial support from other sources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of students who received International/ National recognitions

5.11 Student organised / initiatives

<table>
<thead>
<tr>
<th>Fairs</th>
<th>State/ University level</th>
<th>National level</th>
<th>International level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exhibition: State/ University level  01  National level  0  International level  0

5.12 No. of social initiatives undertaken by the students  03

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   | Rs.2,50,000 |
| 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 [x]
- No [ ]

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

<table>
<thead>
<tr>
<th>Audit Type</th>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Academic</td>
<td>Agency</td>
<td>Authority</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- For UG Programmes
  - Yes [x]
  - No [ ]

- For PG Programmes
  - Yes [x]
  - 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
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.

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

<table>
<thead>
<tr>
<th>Proposal to revise grading system implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal to digitize all administrative records implemented</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Use of solar power instead of generators during power outages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plantation scheme adopted in Shillong campus</td>
</tr>
</tbody>
</table>

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.

BOOKS AND PUBLICATIONS IN BOOKS


40. Paul Gunashekar Series Editor of New Broadway: A Multi-Skill Course in English (Third Edition) including two Primers, eight Coursebooks, eight Workbooks, and eight Literature Readers. [26 different ISBNs available]


9. Hemalatha Nagarajan. “Constraints through the ages: Loanwords in Bangla”, The EFL Journal, 41-64, Volume 5, Number 1, January 2014. ISSN 0976-660X.

10. Hemalatha Nagarajan. “To use or to avoid: Acquisition of Light verbs by L2 learners”; Proceedings of the Conference „What”s Happening in the ELT Classroom”, 4th Black Sea International ELT Conference held at the School of Foreign Languages, Abbet Izzet Baysal University, Bolu, Turkey, 10-11 October 2013.


FOREIGN LANGUAGES


8. Muzaffar Alam. “Al Malahim al Hindiyah Fil Adab Al Arabi”(Reception of Indian Epics in the Arab World) an article published in Majalla Al-Arubah, a research journal published from the Department of Arabic, University of Assam, Silchar, March 2014.


2. Hemalatha Nagarajan. “To use or to avoid: Acquisition of Light verbs by L2 learners; What”s Happening in the ELT Classroom”, 4th Black Sea International ELT Conference held at the School of Foreign Languages, Abbet Izzet Baysal University, Bolu, Turkey, 10-11 October 2013.


10. Jayashree Mohanraj Invited speaker: Unity in Diversity in Non-native English, at the
11. Jibu Mathew George. “The Spirits of James Joyce’s „Disenchanted” World: Supernatural the Avant-Garde Way”. Conference on „Folk Belief and Traditions of the Supernatural”, organized by Island Dynamics, Copenhagen; Department of Folklore and Ethnology, Indiana University; Folklore Society, London; and Anthropological Institute, Nanzan University, Lerwick-Unst, Shetland Islands, United Kingdom, 25-31 March 2014.


17. Mohanraj, S. “English as a global language – its myriad diversities” at the International Teacher Education Conference (ITEC) at the IRCHS, Jayawardhanapur University, Colombo, Sri Lanka.


20. Mohanraj, S. Keynote Speaker at the International Teacher Education Conference (ITEC) at the IRCHS, Jayawardhanapur University, Colombo, Sri Lanka (International). Dec 4-5.


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.


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.


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


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.


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.


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.


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.


28. Naga Mallika G. “Understanding online journalism: redefining news coverage in India” at the IAMCR conference held in Hyderabad, 2014.


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.


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.


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.

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.


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.


**MATERIALS DEVELOPMENT: ENGLISH**


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


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 Daastaan”, 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.


10. Muzaffar Alam. “Syed Nabi Hyderabadi fi zaui 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.

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.


17. Satyabhan Singh Rajput. “Angara: ekologiia i chelovek” at Sibirskoe Prostranstvo v Lingvisticheskom i Kulturnom Aspekte held at Irkutsk State University, Russia, 27-30 June 2013.

WORKSHOPS

ENGLISH


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.


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.


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.


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


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


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 Muhammadal

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

More Pradnya V

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

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 Grammaring: 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


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

Abhilash V. V

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
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.