Internal Quality Assurance Cell (IQAC)

Annual Quality Assurance Report
(for the period June 2014-July 2015)
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)**

<table>
<thead>
<tr>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
</tr>
</tbody>
</table>

**1. Details of the Institution**

<table>
<thead>
<tr>
<th>Details</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Name of the Institution</strong></td>
<td>The English &amp; Foreign Languages University, Hyderabad</td>
</tr>
<tr>
<td><strong>1.2 Address Line 1</strong></td>
<td>Osmania University Campus, Ravindra Nagar</td>
</tr>
<tr>
<td><strong>Address Line 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>City/Town</strong></td>
<td>Hyderabad</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>Telangana</td>
</tr>
<tr>
<td><strong>Pin Code</strong></td>
<td>500007</td>
</tr>
<tr>
<td><strong>Institution e-mail address</strong></td>
<td><a href="mailto:vceflu@gmail.com">vceflu@gmail.com</a></td>
</tr>
<tr>
<td><strong>Contact Nos.</strong></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. MHC OGN 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/2014-15.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>1&lt;sup&gt;st&lt;/sup&gt; Cycle</td>
<td>5-Star</td>
<td>2001</td>
<td>5 years</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Cycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Cycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Cycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>University</th>
<th>State</th>
<th>Central</th>
<th>Deemed</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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 | Men | Women |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Urban | Rural | Tribal |
| X     |       |        |

Financial Status

Grant-in-aid | UGC 2(f) | 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)

EFL University is non-affiliating.

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-FIST [ ]
- UGC-Innovative PG programmes [ ]
  Any other (Specify) [ ]
- UGC-COP Programmes [ ]

2. IQAC Composition and Activities

2.1 No. of Teachers [05]

2.2 No. of Administrative/Technical staff [03]

2.3 No. of students [04]
2.4 No. of Management representatives: 01
2.5 No. of Alumni: 03
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: 19
2.10 No. of IQAC meetings held:

2.11 No. of meetings with various stakeholders: No. 02 Faculty: 01

Non-Teaching Staff Students: □ Alumni: □ Others: □

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

2.13 Seminars and Conferences (only quality related)
(i) No. of Seminars/Conferences/Workshops/Symposia organized by the IQAC
Total Nos. □ International □ National □ State □ Institution Level □

Propose to conduct two workshops for Finance and Administration in December 2015

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

Collection and analysis of student feedbacks; proposed Research Directory & Research Clusters; recommended 14 proposals for quality enhancement for implementation.
2.15 Plan of Action by IQAC/Outcome

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>To make recommendations to the Administration for Quality Enhancement</td>
<td>16 recommendations accepted, 2 already implemented.</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


Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

<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>07</td>
<td>01</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>PG</td>
<td>15</td>
<td>01</td>
<td>Nil</td>
<td>02</td>
</tr>
<tr>
<td>UG</td>
<td>10</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>PG Diploma</td>
<td>02</td>
<td>Nil</td>
<td>Nil</td>
<td>01</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>02</td>
<td>Nil</td>
<td>Nil</td>
<td>01</td>
</tr>
<tr>
<td>Diploma</td>
<td>12</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Certificate</td>
<td>15</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Others</td>
<td>3(ITP)+7(NF)=10</td>
<td>03 (NF)</td>
<td>Nil</td>
<td>07</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>05</strong></td>
<td>-</td>
<td>11</td>
</tr>
</tbody>
</table>

Interdisciplinary 03

Innovative 02

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, Certificate, Advanced Diploma)</td>
</tr>
<tr>
<td>Trimester</td>
<td>None</td>
</tr>
<tr>
<td>Annual</td>
<td>M.A, PGCTE, PGDTE (Distance mode)</td>
</tr>
</tbody>
</table>

1.3 Feedback from stakeholders*
(On all aspects)

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

*Please provide an analysis of the feedback in the Annexure
1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

- A special team was constituted to develop open source learning materials in the teaching of English and foreign languages.
- Internships introduced in MCL programme, so that students get accustomed to the industry.
- Five new programmes were added.

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

2.4 No. of Guest and Visiting faculty and Temporary faculty

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

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>51</td>
<td>73</td>
<td>10</td>
</tr>
<tr>
<td>Presented papers</td>
<td>109</td>
<td>90</td>
<td>09</td>
</tr>
<tr>
<td>Resource Persons</td>
<td>27</td>
<td>104</td>
<td>38</td>
</tr>
</tbody>
</table>

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

**Introduction of New courses:**

- Courses like Materials Development, English for Specific Purposes, Teaching Young Learners, Corpus-based Language Learning, and Computer-Assisted Language Learning are specialized courses not available anywhere else in the country.
- The Department of French Studies offers a course on “India and French speaking countries”, a course not offered anywhere else in India.

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

171

2.8 Examination/ Evaluation Reforms initiated by

1. Entrance Examination question papers (except Ph.D.) made objective type and OMR valuation.
2. Open Book, Multiple Choice
the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

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

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>10</td>
<td>70</td>
<td>20</td>
<td>10</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>BA English</td>
<td>36</td>
<td>42</td>
<td>33</td>
<td>06</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>BA French</td>
<td>10</td>
<td>63</td>
<td>27</td>
<td>0</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>BA German</td>
<td>35</td>
<td>26</td>
<td>20</td>
<td>17</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>BA Russian</td>
<td>05</td>
<td>60</td>
<td>60</td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>BA Spanish</td>
<td>16</td>
<td>31.2</td>
<td>56.2</td>
<td>6.2</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>MA MCJ English</td>
<td>24</td>
<td>75</td>
<td>25</td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>MA English</td>
<td>88</td>
<td>87.5</td>
<td>07</td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>MA Arabic</td>
<td>15</td>
<td>60</td>
<td>40</td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>MA French</td>
<td>11</td>
<td>38.4</td>
<td>38.4</td>
<td>0</td>
<td>84.6</td>
<td></td>
</tr>
<tr>
<td>MA Russian</td>
<td>02</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>MA Spanish</td>
<td>08</td>
<td>25</td>
<td>62.5</td>
<td>12.5</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>PGDTE</td>
<td>39</td>
<td>46</td>
<td>51</td>
<td>3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>B.Ed. (English)</td>
<td>72</td>
<td>81</td>
<td>18</td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>M.Ed. (English)</td>
<td>28</td>
<td>93</td>
<td>7</td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Ph.D. English</td>
<td>56</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Ph.D. French</td>
<td>01</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

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

1. Regular feedback is collected from faculty and students. This helps in curriculum restructuring.
2. Meetings have been organized to discuss different ways of improving academic standards and relevance of programmes offered at the University.
3. The IQAC conducts surveys to get information of student expectations when they register for programmes at the University.
4. The IQAC has processed the conduct of CAS interviews.
5. The IQAC has been working on mechanisms to make the existing system more relevant, objective and transparent.

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>22</td>
</tr>
<tr>
<td>UGC – Faculty Improvement Programme</td>
<td>02</td>
</tr>
<tr>
<td>HRD programmes</td>
<td>Nil</td>
</tr>
<tr>
<td>Orientation programmes</td>
<td>09</td>
</tr>
<tr>
<td>Faculty exchange programme</td>
<td>01</td>
</tr>
<tr>
<td>Staff training conducted by the university</td>
<td>01</td>
</tr>
<tr>
<td>Staff training conducted by other institutions</td>
<td>05</td>
</tr>
<tr>
<td>Summer / Winter schools, Workshops, etc.</td>
<td>13</td>
</tr>
<tr>
<td>Others</td>
<td>08</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>183</td>
<td>187</td>
<td>06</td>
<td>Nil</td>
</tr>
<tr>
<td>Technical Staff</td>
<td>53</td>
<td>23</td>
<td>02</td>
<td>Nil</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

<table>
<thead>
<tr>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creation of Research Directory for each School</td>
</tr>
<tr>
<td>2. Identification of Research Clusters</td>
</tr>
<tr>
<td>3. Creation of University Research Initiative Group (URIG)</td>
</tr>
</tbody>
</table>

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>04</td>
<td>01</td>
<td>Nil</td>
</tr>
<tr>
<td>Outlay in Rs. Lakhs</td>
<td>7.30</td>
<td>40</td>
<td>12</td>
<td>Nil</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>Nil</td>
<td>Nil</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Outlay in Rs. Lakhs</td>
<td>Nil</td>
<td>Nil</td>
<td>2</td>
<td>1.7</td>
</tr>
</tbody>
</table>

3.4 Details on research publications

<table>
<thead>
<tr>
<th>Publication Type</th>
<th>International</th>
<th>National</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Review Journals</td>
<td>43</td>
<td>43</td>
<td>03</td>
</tr>
<tr>
<td>Non-Peer Review Journals</td>
<td>06</td>
<td>22</td>
<td>02</td>
</tr>
<tr>
<td>e-Journals</td>
<td>03</td>
<td>03</td>
<td>Nil</td>
</tr>
<tr>
<td>Conference proceedings</td>
<td>22</td>
<td>09</td>
<td>Nil</td>
</tr>
</tbody>
</table>

3.5 Details on Impact factor of publications:

<table>
<thead>
<tr>
<th>Range</th>
<th>Average</th>
<th>h-index</th>
<th>Nos. in SCOPUS</th>
</tr>
</thead>
</table>

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

<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>3 years</td>
<td>DST</td>
<td>50,00,000</td>
<td></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>10,23,850</td>
<td>10,23,850</td>
</tr>
<tr>
<td>Major project</td>
<td>1 year</td>
<td>UNICEF</td>
<td>10,00,000</td>
<td>10,00,000</td>
</tr>
<tr>
<td>Major project</td>
<td>1 year</td>
<td>UNICEF</td>
<td>10,23,850</td>
<td>10,23,850</td>
</tr>
<tr>
<td>Major project</td>
<td>2 years</td>
<td>ICSSR</td>
<td>14,81,484</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
<td>----------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Minor Project</td>
<td>5 years</td>
<td>British Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Project</td>
<td>5 months</td>
<td>Govt. Of Telangana</td>
<td>2,00,000</td>
<td>1,60,000</td>
</tr>
</tbody>
</table>

**Interdisciplinary Projects**

**Industry sponsored Projects**

**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. 52


3.8 No. of University Departments receiving funds from

- UGC-SAP 02
- CAS
- DST-FIST
- DPE
- DBT Scheme/funds

3.9 For colleges NA

- Autonomy
- CPE
- DBT Star Scheme
- INSPIRE
- CE
- Any Other (specify)

3.10 Revenue generated through consultancy Rs.110.42 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>2</td>
<td>4</td>
<td>NIL</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Sponsoring agencies</td>
<td>EFLU</td>
<td>EFLU, TISS</td>
<td></td>
<td>EFLU</td>
<td></td>
</tr>
</tbody>
</table>

3.12 No. of faculty served as experts, chairpersons or resource persons 157
3.13 No. of collaborations
- International: 04
- National: 00
- Any other: 00

3.14 No. of linkages created during this year
- 04

3.15 Total budget for research for current year in lakhs:
- From Funding agency: 486.01
- From Management of University/College: 00
- Total: 486.01

3.16 No. of patents received this year

<table>
<thead>
<tr>
<th>Type of Patent</th>
<th>National</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Granted</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>07</td>
<td>04</td>
<td>03</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>NA</td>
</tr>
</tbody>
</table>

3.18 No. of faculty from the Institution who are Ph. D. Guides and students registered under them
- 54
- 96

3.19 No. of Ph.D. awarded by faculty from the Institution
- 73

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

3.21 No. of students Participated in NSS events: Nil
- University level
- State level
- National level
- International level
3.22 No. of students participated in NCC events: Nil

<table>
<thead>
<tr>
<th>Level</th>
<th>University</th>
<th>State</th>
<th>National</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.23 No. of Awards won in NSS: Nil

<table>
<thead>
<tr>
<th>Level</th>
<th>University</th>
<th>State</th>
<th>National</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.24 No. of Awards won in NCC: Nil

<table>
<thead>
<tr>
<th>Level</th>
<th>University</th>
<th>State</th>
<th>National</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.25 No. of Extension activities organized

<table>
<thead>
<tr>
<th>Forum</th>
<th>University</th>
<th>College</th>
<th>NCC</th>
<th>NSS</th>
<th>Any other</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td></td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

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

- Swachh Bharat Abhiyan, October 2, 2015
- Blood Donation Camp, August 26-27, 2015
- Adopted 5 villages under Unnat Bharat Abhiyan
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>Nil</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>01</td>
<td></td>
<td>04</td>
</tr>
<tr>
<td>No. of important equipments purchased (≥ 1-0 lakh) during the current year.</td>
<td>18</td>
<td>11</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Value of the equipment purchased during the year (Rs. in Lakhs)</td>
<td>43,07,110</td>
<td>37,49,360</td>
<td></td>
<td>80,56,470</td>
</tr>
</tbody>
</table>

4.2 Computerization of administration and library

- Computerization of library: Installation of Digital Long-Range Scanner
- 18 computers installed in administrative offices

4.3 Library services:

<table>
<thead>
<tr>
<th></th>
<th>Existing</th>
<th>Newly added</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Value</td>
<td>No.</td>
</tr>
<tr>
<td>Text Books &amp; Reference Books</td>
<td>1,62,748</td>
<td>1642</td>
<td>28,89,319</td>
</tr>
<tr>
<td>e-Books</td>
<td>77</td>
<td>11</td>
<td>88</td>
</tr>
<tr>
<td>Journals</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>e-Journals</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Digital Database</td>
<td>Nil</td>
<td>10</td>
<td>1,86,000</td>
</tr>
<tr>
<td>CD &amp; Video</td>
<td>1232</td>
<td>43</td>
<td>1275</td>
</tr>
<tr>
<td>Others (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.4 Technology upgradation (overall)

<table>
<thead>
<tr>
<th></th>
<th>Total Computers</th>
<th>Computer Labs</th>
<th>Internet</th>
<th>Browsing Centres</th>
<th>Computer Centres</th>
<th>Office</th>
<th>Departments</th>
<th>Other s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing</td>
<td>227</td>
<td>73</td>
<td>105</td>
<td>-</td>
<td>-</td>
<td>24</td>
<td>129</td>
<td>01</td>
</tr>
<tr>
<td>Added</td>
<td>48</td>
<td>-</td>
<td>48</td>
<td>-</td>
<td>21</td>
<td>18</td>
<td>09</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>275</td>
<td>73</td>
<td>213</td>
<td>-</td>
<td>21</td>
<td>42</td>
<td>138</td>
<td>01</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.)

9 computers with internet access provided to faculty

4.6 Amount spent on maintenance in lakhs:

i) ICT 30.87

ii) Campus Infrastructure and facilities 57.72

iii) Equipments 19.95

iv) Others 60.09

Total: 168.63
5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

IQAC has proposed to set up a Campus Activities Cell that will monitor all activities and services provided, and inform students about them. The University has an effective system of remedial and tutorial for students in need of greater academic help which are duly supervised by the heads of the departments or programme coordinators. Feedback on such programmes is proposed to be made available to the management through IQAC for quality sustenance and improvement.

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. From the past experience, we can understand that 60% of the students, who passed UG, usually go for various PG programmes in different specialization in different institutions in both national and international. 10-20% of PG students who have successfully completed PG and having research orientation register for a PhD. 40% of the students who have completed their PG successfully generally take up some job either through campus placement or through their personal efforts.

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></td>
<td>121</td>
<td>338</td>
<td>106</td>
<td>377</td>
</tr>
</tbody>
</table>

(b) No. of students outside the state

372

(c) No. of international students

24

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>575</td>
<td>61</td>
</tr>
<tr>
<td>Women</td>
<td>367</td>
<td>39</td>
</tr>
</tbody>
</table>
Demand ratio 1:9    Dropout % 17.2

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

Coaching for Civil Service examinations is provided to students belonging to SC/ST and other minority categories

<table>
<thead>
<tr>
<th>ENROLMENT 2014 for UGC NET Coaching Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBC</td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

No. of students beneficiaries 08

5.5 No. of students qualified in these examinations

<table>
<thead>
<tr>
<th>NET</th>
<th>SET/SLET</th>
<th>GATE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>IAS/IPS etc</th>
<th>State PSC</th>
<th>UPSC</th>
<th>Others</th>
</tr>
</thead>
</table>

5.6 Details of student counselling and career guidance

Counselling was provided to students by the EFLU Community Counselling Centre
Placement Cell conducted 2 workshops on career counselling. 86 students found placement in campus selections.

No. of students benefitted 86
5.7 Details of campus placement

<table>
<thead>
<tr>
<th></th>
<th>On campus</th>
<th>Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Organizations Visited</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Number of Students Participated</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Number of Students Placed</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Number of Students Placed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.8 Details of gender sensitization programmes

2 Gender Sensitization Workshops conducted by Counselling Centre in March 2015
1 Gender Sensitization Workshop (week-long) conducted by SPARSH in March 2015

5.9 Students Activities

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

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

No. of students participated in cultural events

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

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

Sports: State/ University level

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

Cultural: State/ University level

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

5.10 Scholarships and Financial Support
<table>
<thead>
<tr>
<th>Number of students</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial support from institution</td>
<td></td>
</tr>
<tr>
<td>Financial support from government</td>
<td>486,01,000</td>
</tr>
<tr>
<td>Financial support from other sources</td>
<td></td>
</tr>
<tr>
<td>Number of students who received International/ National recognitions</td>
<td></td>
</tr>
</tbody>
</table>

5.11 Student organised / initiatives

- **Fairs**: State/University level [ ] National level [ ] International level [ ]
- **Exhibition**: State/University level [01] National level [ ] International level [ ]

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 has 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

Revision of course materials and course structures by Boards of Study
6.3.2 Teaching and Learning

Revision of Academic Ordinances based on academic audit and UGC’s Model; restructuring of Departments and Schools and adoption of New Ordinance in 2014.

6.3.3 Examination and Evaluation

Revision of examination grading system in 2014

6.3.4 Research and Development

Revision of structure & duration of Ph.D. programmes
Creation of Research Directory
Identification of Research Clusters (See Annexure A for Research Output)

6.3.5 Library, ICT and physical infrastructure / instrumentation

Special room for persons with disability & student-faculty interaction lounge in Library; purchase of 48 new computer systems & datalogic long range scanner for Library (See Annexure B for Library Details)

6.3.6 Human Resource Management

Biometric attendance system; Visitors Management Software for Administration; self-appraisal PBAS for teachers to review performance.

6.3.7 Faculty and Staff recruitment

Promotions of teachers under CAS processed, which was long pending.

6.3.8 Industry Interaction / Collaboration

Not applicable as this is a humanities university

6.3.9 Admission of Students
Admissions made online to ensure transparency.
Monitoring of intake quality.

6.4 Welfare schemes for

<table>
<thead>
<tr>
<th>Type</th>
<th>Teaching</th>
<th>Rs.2,00,000</th>
<th>Non teaching</th>
<th>Rs.6,50,000</th>
<th>Students</th>
<th>Rs.50,29,000</th>
</tr>
</thead>
</table>

6.5 Total corpus fund generated

122,47,000

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>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

6.8 Does the University/ Autonomous College declares 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?
6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

EFL University is a non-affiliating university.

6.11 Activities and support from the Alumni Association

6.12 Activities and support from the Parent – Teacher Association

There is no Parent-Teacher Association

6.13 Development programmes for support staff

Training on implementation of reservations in recruitment for Central Universities provided to Deputy Registrar, Joint Registrar & Assistant Registrars on 30/4/2015 & 1/5/2015

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

- Use of solar power
- Water harvesting
- Tree plantation drives
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. The School of English Language Education offers courses in new areas like design, use of technology, visual literacy, game theory, to challenge students to ideate and innovate.
2. Teaching practices that involve the use of ICT currently pursued in the university are being documented. Teacher inputs and student perceptions are being taken into consideration. The output of this activity, a ‘Best Technology Practice Manual’ will be readied for sharing on the University of Hyderabad website, as per a recommendation for Central Universities made in the Vice Chancellors’ Conference in 2014.
3. 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.
4. 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 scholars; 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.
5. Dissemination initiatives: Research Directory will list research and projects in new areas of knowledge in the University. This Directory will also feature staff, departments, and students that collectively make up research in EFLU. Such a directory will not just record and document knowledge creation in our University, but also facilitate search and collaboration, and ensure dissemination of research output.
   - **Distinguished Lecture Series** aimed at inviting outstanding scholars, writers, scientists and achievers to nurture a vibrant intellectual ambience on the campus. The first lecture in this series was delivered by Prof. S.N. Balagangadhara.
   - **Archive of eminent lectures:** lectures on landmark topics related to language, literatures and linguistics will be curated and archived in video format, and the archive maintained as a special resource collection.
6. 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

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
- Rain water harvesting
- Plantation scheme adopted in Shillong campus
- Green park created in Hyderabad campus

7.5 Whether environmental audit was conducted? Yes \( \checkmark \) No

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

**Strengths:** Highly qualified faculty specialized in various aspects of English and foreign language teaching

**Weaknesses:** Shortage of faculty in some areas.

**Opportunities:** EFLU was identified as a nodal agency by MEA to set up Centres for English Language Training in Myanmar, Laos, Cambodia, Vietnam, Sri Lanka and now in African countries. Similar Centres could be set up in Central Asian and South American countries too.

**Threats:** Threat from private universities for proficiency programmes in English, foreign languages and media and communication.
8. **Plans of institution for next year**

<table>
<thead>
<tr>
<th>The University aims to focus on the following areas in future:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- use mobile technologies for transforming teaching and learning principles</td>
</tr>
<tr>
<td>- increase collaborative working, both within the class and between universities</td>
</tr>
<tr>
<td>- harness technology by developing on-line tools to assess skills and measure individual progress</td>
</tr>
</tbody>
</table>

*Name: Prof. Dilip K. Das*  
*Signature of the Coordinator, IQAC*

*Name: Prof. Surabhi Bharati*  
*Signature of the Chairperson, IQAC*

*In-Charge Vice Chancellor*

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Annexure 1

Staff Assessment Report

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.

For quantification, the following grade point conversion is used: A = 10, B = 7, C = 5, D = 3

<table>
<thead>
<tr>
<th>Grade Point Range</th>
<th>No. of Courses in Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Grade Points = 80</td>
<td>Total No. of Courses = 100</td>
<td></td>
</tr>
<tr>
<td>72 and above</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>64 – 79</td>
<td>32</td>
<td>32%</td>
</tr>
<tr>
<td>56 – 63</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>48 – 55</td>
<td>17</td>
<td>17%</td>
</tr>
<tr>
<td>40 – 47</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td>32 – 39</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Below 39</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

Teachers whose courses fell in the Grade Point Ranges of 48-55 and 40-47 were advised to modify their teaching methods taking into account the feedback.
Annexure 2

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 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

ENGLISH


34


ARTICLES IN JOURNALS - INTERNATIONAL

ENGLISH


6. Anuradha R. V. “The Third World Perceptions” in Education today, a Peer Reviewed International Journal of Education & Humanities ISSN 2229-5755, Jan-Dec 2014, Vol. 5/1


**ARTICLES IN JOURNALS - NATIONAL**

**ENGLISH**


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


14. **Rahul Kamble.** Resistance and Street Theatre: Democratizing the Space and Spatializing the Democracy”, *Sanglap* Vol. 1/2: ISSN: 2349-806


17. **Shruti Sircar.** (2015). An Elicited Imitation test: a measure of underlying knowledge of ESL
learners. *The EFL Journal* 6:2 ISSN0976-660X


### PAPERS PRESENTED AT SEMINARS AND CONFERENCES

#### ENGLISH - INTERNATIONAL


8. **Jayati Chatterjee.** ‘Multiple faces of global English in Indian context: A review’, in *Globalizing the local; Localizing the global*, 2014 International Conference on Applied Linguistics and Language Teaching (ALLT); Department of Applied Foreign Languages; National Taiwan University of Science & Technology (NTUST), Taipei, Taiwan, 17-19 April 2014.


English Horizons, 3 Universities of Thailand, Hotel Ambassador, Bangkok, Thailand, 20 – 21 June 2014.


15. Satyanarayana K. International Symposium on Dalit Literature (panelist) hosted by the Centre for New Writing at the University of Leicester, Leicester, UK in partnership with the Centre for Postcolonial Studies at Nottingham Trent University and EMMA, Université Paul-Valéry, Montpellier 3, France, 25 June 2014.


PAPERS PRESENTED AT SEMINARS AND CONFERENCES

ENGLISH – NATIONAL

1. Abir Suchiang. ‘Media role in facilitating peace in conflict situations in North East India and neighbouring countries’ at the International Conference organized by Department of Mass Communication, Rajiv Gandhi university, Arunachal Pradesh and Eastern Sentinel, 9-10 November 2014.

2. Abir Suchiang. ‘Children Programmes and its Visual Representation in the Sunday Canvas’ at the National Seminar, Department of Mass Communication and Journalism, Guwahati University, 29 – 30 November 2014.

3. Alankar Kaushik. ‘Finding its Local Audience: A Critical Study of the film culture in Assam’ At the UGC-sponsored National Seminar on 100 years of Indian Cinema with special
reference to Northeast, Lakhimpur Commerce College and Lakhimpur Cine Club, 10 - 11 May 2014.

4. **Alankar Kaushik.** ‘Violent ‘summer of 2012’ in Assam Regional Print Media and Ethnic Conflict in Context’ In *Media’s Role in Facilitating Peace in Conflict Situation in Northeast India and Neighboring Countries*, Department of Mass Communication of Rajiv Gandhi University, Arunachal Pradesh and Eastern Sentinel, 09 - 10 October, 2014.


15. **Chanchala K. Naik.** ‘Cultural Paradigms in Australian Literature’ In *New Worlds, New Words: Cultural Paradigms in New English Literatures*, Department of English, Shree
Sankaracharya University of Sanskrit, Kalady, Kochi, Kerala, 28-30 January 2015.


20. **Jayashree Mohanraj.** ‘Teaching English in India: Need for a Cap that Fits the Head’ (Keynote address) at the UGC-sponsored National Seminar on *Teaching Functional English to Indian Undergraduates: Challenges and Opportunities*, Indira Gandhi Women’s College, Cuttack Odisha. 27-28 Dec 2014.


23. **Kailash C Baral.** ‘Tribal Literatures of India’ (plenary address) at a National Seminar on *New English Literatures*, the Sree Sankarcharya University of Sanskrit, Kalady, 28-30 January 2015.

24. **Kailash C Baral.** ‘Cultural Studies in North East’ (plenary address) at the International Seminar on *Cultural Studies Local and Global*, Tezpur University in collaboration with Maulana Azad Centre for Asian Studies, Kolkata, 7- 9 February 2015.


26. **Kokila K** ‘Inter-Religious Understanding as Process and Product of Translation: ‘Lived-in’ Experiences of People of Hyderabad’ at an International Seminar on Celebrating Multiple Identities in India. Malaviya Centre for Peace Research, BHU, UNESCO Chair for Peace and Intercultural Understanding, Peace Research Institute, Oslo, in collaboration with The Temple of Understanding (India Chapter ), Varanasi 29-30 November 2014


29. **Lavanya K**. ‘Stylistics & the Teaching of Literature’ (Plenary address), National Conference on *Enhancing Language and Life Skills through Literature*, Aurora’s Degree & PG College and OUCIP (Osmania University Centre for International Programmes) at OUCIP, Hyderabad. 17 and 18 October 2014.


33. **Lina Mukhopadhyay**. ‘Using cloze-based summaries to develop reading comprehension: materials for ESL teachers’ at The Fifth international Teacher Educator Conference on *Ensuring Quality in English Language Teacher Education*, British Council and the EFL University, Hyderabad, 27 February – 1 March 2015.

34. **Lina Mukhopadhyay** (panelist) (with Rittika Chandra Paruk, Colin Bangay, Maya Menon, and Amol Padwad) ‘Moving from quantity to quality: Implications for teacher education’ The Fifth International Teacher Educator Conference on *Ensuring Quality in English Language Teacher Education*, British Council and the EFL University, Hyderabad, 27 February – 1 March 2015.


36. **Madhava Prasad M**. ‘Film cultures in India’ at international conference on ‘Cultural Studies: Global and Local Perspectives’, Tezpur University, Tezpur, 7-9 February 2015.

37. **Madhava Prasad M**. ‘Film History as Cultural History,’ international seminar on ‘Writing the histories of Indian cinema: Chapter Two’, Jadavpur University, Kolkata, 30-31 October.
2014.


39. Madhava Prasad M. ‘Film history as cultural history’. Invited lecture, Department of Comparative Literature, Hyderabad University, Hyderabad, 20 March 2015.

40. Madhava Prasad M. ‘Language as Commons and the Nation-State Form’, at national seminar on ‘Nationalism as a “Religion”: Trends in India’, Pompeii College, Mangalore, Karnataka, 19-20 December 2014.

41. Madhava Prasad M. Delivered a lecture as Resource Person for Refresher Course in Gender Studies, Jadavpur University, Kolkata, November 4, 2014.

42. Madhava Prasad M. Delivered three lectures as Resource Person for Refresher Course in Film Studies, Jadavpur University, Kolkata, 3-6 November 2014.


45. Maya Pandit-Narkar. ‘Explorations into the “in-between” Spaces in Theatre Translation’ in the international conference on Literary Translation: Theory and Practice, Department of English, Jaipur University and Shakespeare Association, Jaipur, 4 - 6 December 2014.

46. Maya Pandit-Narkar. ‘Feminist Approaches to the Study of English Literature in India’ (Keynote address) in National Seminar on Feminism and Indian Literature, Department of English, Anand Arts College, Anand, Gujarat, 12 September 2014.

47. Maya Pandit-Narkar. ‘Voices from the Margins on Marathi Dalit women writers’ (documentary film) at International seminar on Narratives of Nativism in World Literature in English, the Kumari Vidyavati Anand DAV College for Women, Karnal, 8-10 October 2014.

48. Maya Pandit-Narkar. ‘Anna Bhau Sathe and Feminist Literary Movement’ at the national seminar on the Literature of Annabhau Sathe and the Social Movements in the Post Independence India, Shivaji University, Kolhapur, 1 August 2014.

49. Maya Pandit-Narkar. ‘Nation from Below: Annabhau Sathe and the Construction of Nation’ in National Seminar on Region and the Nation in the Indian Fiction, the Sahitya Akademi, New Delhi, 12-14 March 2015.

50. Maya Pandit-Narkar. ‘Women and the Cultural of Violence in Social Reality’ (Valedictory address), seminar on Women and Violence organized by the Women’s Development Cell, Mumbai University, Mumbai, 7 March 2015.
51. **Meera Srinivas.** *ESP* at the 2-day National Conference on ‘Relevance of English to Technical Courses’ organized by ELTAI Hyderabad chapter at MGIT, 3-4 April 2014.

52. **Meera Srinivas.** ‘Located’ Teacher Education: redesigning the curriculum of a teacher education programme from a socio-cultural perspective at the Fifth International Teacher Educator Conference on *Ensuring Quality in English Language Teacher Education*, Hyderabad, 27 February – 1 March 2015.


56. **Nikhila, H.** ‘An Excursus to the Current Discussions on the UG English Syllabus’ (invited speaker) at the National Seminar on *Alternative English syllabus for UG students: A Viable Option?*, the Department of English, Govt. First Grade College, K.R. Puram, Bangalore, 11-12 August 2014.


58. **Nikhila, H.** ‘*My Father Balaiah* and other Dalit Autobiographies’ (panelist) on the occasion of book release of Kannada Translation of *My Father Balaiah*, Department of Kannada, Osmania University, 30 October 2014.

59. **Nikhila, H.** ‘Recursion and Permutation in Adaptation: Some Preliminary Observations’ (invited Speaker) at the National Seminar on *Translation: Critical Theories and Critical Perspectives*, the Centre for Linguistics and Translation Studies, University of Hyderabad and ICSSR, 21-22 April 2014.

60. **Padmini Shankar, K.** ‘Efficacy of assessment tools: learner perceptions and teacher learning’, 9th International and 49th Annual ELT@I Conference on *English from Classes to Masses*, ELT@I, India, Vivekananda Institute of Technology University, Jaipur, India, 21-23 August 2014.


62. **Padmini Shankar, K.** ‘Teaching ESL at the tertiary level in glocalized India: trends and
challenges’ (Keynote address), National Conference on Teaching English Language at the Tertiary Level in Glocalized India: Challenges and Prospects, Government Degree College, Vidalavaru, Nellore, India, 20-21 February 2015.


64. **Paul Gunashekar.** ‘Teacher Education and Quality Assurance’ (Plenary address) at the Fifth International British Council-EFLU Teacher Educators Conference on Ensuring Quality in English Language Teacher Education, Hyderabad, 27 February - 1 March 2015.

65. **Prasad, BHRK.** “What is Comparative Literature?” In Department Comparative Literature, Jadavpur University, Kolkata. 18-29 March 2015.

66. **Prasad, BHRK.** ‘Concept of Christianity in Dostoevsky’s “The Crime and Punishment”’ In International Seminar on Religion and Literature, Osmania University Centre for International Programmes, Hyderabad. 29 -31 March 2015.


68. **Rahul Kamble.** “Cultures of New Writing in India” on 12 January 2015 at Refresher Course organized by ASC MANUU, Hyderabad.

69. **Rahul Kamble.** “Women Playwrights in India” on 12 January 2015 at Refresher Course organized by ASC MANUU, Hyderabad.

70. **Rajneesh Arora.** ‘Are we teaching English as a Second Language or Foreign Language or neither’ (panelist), at the International Conference on English from Classes to Masses, the ELTAI and Vivekananda Global University, Jaipur, 21 - 23 August 2014.

71. **Rajneesh Arora.** ‘Developing Critical Language Awareness of Indian Learners: Possibilities of Social Change’ (Featured Presentation); International Conference on English from Classes to Masses organized by the ELTAI and Vivekananda Global University, Jaipur, 21 - 23 August 2014.


73. **Rajneesh Arora.** ‘Critical Literacy and English Language Teaching in India’; National Seminar on Theory and Teaching of English, Department of English and Modern European Languages, University of Allahabad; Allahabad, 20 - 21 January 2015.


77. Satish Poduval. (panelist) ‘Cinema from the Margins,’ organized as part of a university film festival titled ‘Heteroglossia, University of Hyderabad, Hyderabad, February 2015.


80. Satish Poduval. ‘Questions of Identity in Kamal’s Film ID,’ at the EFL University, Hyderabad, February 2015.

81. Satyanarayana K. One-day international symposium ‘Mediating Marginalities: Global Perspectives on Race, Caste and Gender’, (panelist), organized in conjunction with the annual conference of the International Association of Media and Communication Research (IAMCR), Hyderabad, India, 17 July 2014.

82. Satyanarayana K. ‘Dalit Autobiography and the Politics of Representation,’ at the 3-day nationalsymposium on Dhvani: Conversations and Performances on Women, Writing & Freedom, Manipal Centre for Philosophy & Humanities, Manipal, 1-3November 2014.


84. Satyanarayana K. ‘Ambedkar's notion of Minority’, at the National seminar on Narrating Centers and Peripheries: Minority Discourses in India organized by the Department of English, Christ University on 12 - 13 January 2015.

Savitribai Phule University of Pune and the Departments of Sociology and Psychology at St. Mira's College, Pune, 4 February 2015.

86. **Satyanarayana K.** The National Workshop on *Caste and Knowledge* (panelist), CSDS, Delhi, 9 March 2015.


88. **Saumya Sharma.** “Developing Speaking Skills Among Disadvantaged Students: A Critical Perspective” at the Two-Day International ELT Conference on ‘Role of ELT inn Education For Sustainable Development’ held at Amity University, Lucknow Campus, 24-25 May 2014.

89. **Saumya Sharma.** “Assessing the Critical Understanding of Learners: An Empirical Study” at the Three Day International Conference on ‘English from Classes to Masses’ held at Vivekananda Global University organized by ELTAI and Vivekananda Global University, Jaipur, 21-23 August 2014.

90. **Saumya Sharma.** “The Iceberg, I: Confessional Writing, Identity and Culture” at the Three Day International Interdisciplinary Conference on ‘Language, Culture and Values: East and West’ held at School of Language, Literature and Culture Studies, Jawaharlal Nehru University, organised by JNU, NCPUL, ICSSR and Ministry of Culture, New Delhi, 16-18 December 2014.

91. **Shruti Sircar.** ‘*Use of the dictionary as Learning resources*’, Talk given at Centre of Distance Education, University of Hyderabad, Hyderabad, 26 April 2014.

92. **Shruti Sircar.** *Language Acquisition: Universal and language-specific trends*. Talk given at Centre of Neural and Cognitive Sciences, University of Hyderabad, Hyderabad, 8 May 2014.

93. **Shruti Sircar.** ‘Phonological awareness and orthographic knowledge in children struggling to read and spell Bengali’, in International Conference on 2nd *Attentive listener in the visual world*, Centre for Neural and Cognitive Science, University of Hyderabad, Hyderabad, 4 - 5 November 2014.

94. **Shruti Sircar.** ‘Teacher’s knowledge of English word structure: The missing foundation’, In the Fifth International Teacher Educator Conference on *Ensuring Quality in English Language Teacher Education*, British Council and the EFL University, Hyderabad, 27 February –1 March 2015.

95. **Smita Joseph.** ‘Consciousness in Health Care: A Study’ in *Workshop for UPE-II Scheme of Social Determinants of Health; Organizing Institution*, Department of Adult, Continuing Education and Extension & Centre for Social Science and Humanities, Savitribai Phule Pune
University, 23 January 2015.


98. Syed Sayeed. ‘Foucault and Transgression’ presented at seminar on ‘Transgression’ held at IIAS Shimla, October 2014.


100. Tarun Kumari Bamon. ‘Value Education and the Teacher: A Springboard to Resolving Conflicts’, at a national seminar William Carey University, Shillong, November 2014


102. Tharakeshwar, V. B. ‘Introducing Translation Studies George Steiner’s Hermeneutic Motion Guideon Toury’s Translation Norms’ in P.G. Diploma in Translation Studies-Orientation Programme, Kuvempu University, Shimogga, 30 June - 7 July 2014.


109. **Tharakeshwar, V. B.** “‘My Father Balaiah’ translation in to Kannada’ in Panel Discussion, Department of Kannada Osmania University and Centre for Dalit Studies, Hyderabad, 30 October 2014.

110. **Tharakeshwar, V. B.** ‘Translation: Theoretical Point of View’ in Translation State and Issues, Karnataka College, Dharwar, 20 December 2014.


113. **Tharakeshwar, V. B.** ‘Knowledge Production: Feminist Perspectives’ in Special Lecture, Sri VSK University, Bellary, Sandur, 21 February 2015.


115. **Tharakeshwar, V. B.** ‘Modernist Literary Criticism in Kannada’ in Kannada Literary Criticism, Department of Kannada, Osmania University, 26 March 2015.

116. **Tharakeshwar, V. B.** ‘Atrocities on Women at Educational and Occupational Spaces’, in Stopping the Atrocities on Women: Problems and Challenges, Department of Women’s Studies and Centre for Women’s Studies, Kannada University, Hampi, 30 - 31 March 2015.


121. **Uma Bhrugubanda.** ‘Review of “Indian Film Studies and the Debates around Gender”’ as part of the Refresher Course titled ‘Revisiting the Disciplines: The Gender Question’, at
Academic Staff College, University of Hyderabad, 2 March 2015.

122. **Uma Bhrugubanda.** “The Discipline of Anthropology and the Question of Gender” as part of the Refresher Course on *Revisiting the Disciplines: The Gender Question*, Academic Staff College, University of Hyderabad, 2 March 2015.

123. **Uma Bhrugubanda.** “Gender and Religion” at the Intensive Course in *Gender Studies, Study India Programme*, University of Hyderabad, 6 August 2014.

124. **Venkat Rao D.** “Mнемocultures of Communities: Towards a Transcultural Critical Humanities.” (Keynote address) at the National Seminar on *Theory Today: Jati, Jan-Jati and Jansampad*, the EFL University, Shillong Campus, August 2014.

125. **Venkat Rao D.** ‘Literary Inquiries after Ananthamurthy’ (invited talk), at the National Seminar on *Prof. U.R. Ananthamurthy and Indian Literature*, the Central University of Karnataka, Gulbarga, October 2014.

126. **Venkat Rao D.** ‘Literary Inquiries Today: Re-Searching the Futures of the Past’ (Keynote address) at the National seminar on *Of the Sub-Continent: Literary Reflections-Ruminations in Indian Writing in English*, in March 2015.

127. **Venkat Rao D** "Untimely Transactions and Irrelevant Translations: A Mnemocultural Response." (Keynote address) at the International Conference on *Plurilingualism and Orality in Translation* organized by the Indraprastha College for Women, Delhi, in March 2015.

128. **Venkat Rao D.** ‘Signatures of Memory: Critical Humanities and the Question of Inheritance’ (invited talk) At the *Annual Conference on Metaphysics and Politics*, An international intellectual collective, Cochin, July-August 2014.

129. **Venkat Reddy K.** ‘Developing Pragmatic Competence in the ESL Learners’, (plenary address) at the 8th National Conference on *Methods and Outcomes of Research in English* at SRM University, Chennai, March 2015.

130. **Venkatesh.** ‘Tribal Development: Nehru & Elvin’s Perspectives’ seminar on *Problems and Prospects of Agriculture in Tribal Areas of Andhra Pradesh*, Centre for Economic and Social Studies (CESS), Hyderabad, 29 May 2014.

131. **Venkatesh.** ‘Defining Poverty: The Epistemic Questions’ An International Conference (And the 2nd India Development Coalition of America South India Regional Conference), Centre for the Study of Social Exclusion & Inclusive Policy (CSSEIP), University of Hyderabad, & India Development Coalition of America (IDCA) on Inspiring Innovation and Social Entrepreneurship for Poverty Eradication and Climate Change Mitigation, 6-7 February 2015.

132. **Venkatesh.** ‘Epistemic Marginality of the Oppressed: Reclaiming the Subjugated Knowledge’ seminar on *Power, Culture and Marginality in India*, Department of Political
PAPERS PRESENTED AT SEMINARS AND CONFERENCES

FOREIGN LANGUAGES – INTERNATIONAL


4. **Nishant K Narayan.** ‘On the semantic notion of Multiple in Multiple Modernities’ In **Multiple Modernities**, The University of Göttingen Spirit Summer School, Germany, 1 – 5 September 2014.

FOREIGN LANGUAGES – NATIONAL


12. **Md. Ayub Siddiqui.** ‘Ahlam Mostaghanmi: An icon of women sentiments’ at national seminar organized by the Department of Arabic, Osmania University, Hyderabad, 18-19 March 2015.


15. **Mohd Anzar.** ‘Raaidaat ul Adab an Nisaae fi Lybia’ (Women pioneers of women's literature in Libya) in the two-day National Seminar of Department of Arabic, Osmania University, Hyderabad on “Women’s Literature in Modern Period” (Platinum Jubilee Celebration of Osmania University), 18 - 19 March 2015.

16. **Mohit Chandna.** “Traduction et genre : Kazim Ali relit *Quand la nuit consent à me parler* d’Ananda Dévi,” Journée d’études, Centre for French & Francophone Studies,
School of Language, Literature & Culture Studies, Jawaharlal Nehru University, New Delhi, 15 October 2014.

17. **Promila.** ‘Vichardhara ki Rachnatmak Parinati ke Kathakar Bhisham Sahni’
   Hindi Sahitya ko Bhisham Sahni ki den, Sree Sankaracharya University of Sanskrit, Kalady Kerala, 28 - 30 January 2015.


20. **Promila.** ‘Ikkeesveem Sadi ka Hindi Sahithya Vividh Aayam’ Ikkeesveem Sadi ka Hindi Sahithya Vividh Aayam, Dept. of Hindi, Kannur University at P. K. Rajan Memorial Campus, Nileshwaram, Kasaragod Dt, Kerala, 29 August 2014.


22. **Ram Das Akella.** "Russian language, its importance and salient features" at the Department of Russian, APS University, Rewa, Madhya Pradesh, 04 July 2014.

23. **Ram Das Akella.** ‘The expression of grammatical meanings in languages’, Annual Prof. V.V. Yardi Memorial Lectures, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, 29 September 2014.

24. **Ram Das Akella** Problems and perspectives of teaching / learning Russian in India’, Department of Russian, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, 29 September 2014.

25. **Ram Das Akella, Kunwar Kant, and A. Charumati Ramdas.** ‘Russian Formalism’, The annual Prof. Vennelakanti Prakasam Endowment Lecture, Vikrama Simhapuri University, Nellore, Andhra Pradesh, on the topic, 04 November 2014.


29. **Ram Das Akella.** "Adjectives in English, Telugu and Russian" (Plenary address), 12th International Congress on English Grammar, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, 19 January 2015.

30. **Sandal Bharadwaj.** ‘*Italian futurism in the context of World War I*’, World War I, The English and Foreign Languages University, Hyderabad, 17 November 2014.

31. **Sanjay Kumar.** "Nana Sahib dans l'imaginaire français" at Centre for French and Francophone Studies, Jawaharlal Nehru University, New Delhi, 15 October 2014.

32. **Sanjay Kumar.** "France Seen through the Eyes of Indian Soldiers" In *European Day of Languages*, EFL University, Hyderabad, 19 November 2014.

33. **Sanjay Kumar.** "La Reine de Jhansi dans le discours littéraire en France" at a national conference, MS University Baroda, 6-7 February 2015.

## WORKSHOPS

### ENGLISH

1. **Lina Mukhopadhyay.** ‘Basics of testing and developing tests for ESL classrooms’ at Vikramshila Educational Resource Society, Non-government Organization, Kolkata, West Bengal, 7 June 2014.

2. **Lina Mukhopadhyay.** ‘Creating task-specific evaluation criteria to develop writing’ at Amity University, Lucknow, May 24-25, 2014.


4. **Lina Mukhopadhyay.** ‘Teaching dictionary and reference skills’ for PGDCE, Centre for Distance Education, University of Hyderabad, Hyderabad, 21 April 2014.

5. **Madhava Prasad M.** Workshop on *Film Studies*, Ambedkar University, Delhi and the Gender Studies programme of the School of Human Studies, AUD, 24 March 2015.

6. **Maya Pandit-Narkar.** ‘Talking back: A Feminist Reading of Dalit Self Narratives’, national workshop on ‘Counter Writing: Dalits and Subalterns’ organized by the Centre for Comparative Literature, University of Hyderabad, Hyderabad, 30-31 October 2014

7. **Mohanraj S.** Workshop on ‘Developing Language Games and Activities’ for Teacher Educators in English, Department of Education, Palamuru University, Mahaboobnagar, 24 January 2015.


9. **Rajneesh Arora:** Workshop on "The Evaluation of Task and the Task of Evaluation", 2nd
International ELT conference on "Role of ELT in Education for Sustainable Development" organized by RELO, American Center and Amity University, Lucknow, 24-25 May 2014.

10. **Tarun Kumari Bamon.** 10-day workshop for HSSLC School teachers with RELO, American Embassy, New Delhi; ELTAI, Meghalaya; and SSA, Government of Meghalaya, 13-23 January 2015.

11. **Tarun Kumari Bamon.** One-day workshop on **Academic Skills** at Kiang Nongbah College, Jaintia Hills with RELO, American Embassy and ELTAI, Meghalaya, 8 July 2014.

12. **Tarun Kumari Bamon.** Two-day workshop on **Academic Skills** at Sankardev College, Khasi Hills with RELO, American Embassy, and ELTAI, Meghalaya, 10-11 July 2014.


14. **Tharakeshwar, V. B.** ‘Usage of Language in Research’, 3-day Workshop on Research Methodology, Sri VSK University, Bellary, 3-5 December 2014.


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**STUDENT CONTRIBUTIONS**

(Participation supported by self-generated funds of the university under Travel Grant Regulation – 20)

**PAPERS PRESENTED AT SEMINARS AND CONFERENCES**

**INTERNATIONAL**

1. **Savio Megolhuto Meyase, Ph.D.** *(L&P)* *Four Versus Five: The Number of Tones in Tenyidie* at an International Conference organized by Radboud University, Nijmegen, Netherlands, from 13-16 May 2014.

2. **Yanamandra Satya Harini, Ph.D.**
(L&P) “Taking a Look” at Light Verbs: Comprehension of Light Verbs by Aphasics” at University of Witwatersrand, Johannesburg, South Africa, from 24 to 27 June 2014.

3. **Suchismita Barik, Ph.D.**
   (ELE) “Picture Story” – A tool for assessing young learners’ writing at the International Conference on Language Studies - (ICLS) 2014, held at Riverside Majestic Hostel, Kuching, Sarawak, Malaysia on 27 and 28 October 2014.

4. **Sindhu Jose, Ph.D.** (Translation Studies) *Blurring Boundaries: Fantasy and Crossover Phenomenon in J K Rowling’s Harry Potter Series* at the South West Popular/American Culture Association Conference, at New Mexico from 19 to 22 February 2015.

5. **Devaleena Kundu, Ph.D.** (Eng. Lit.)

**NATIONAL**

1. **Sunama Patro, Ph.D.** (ELE)
   “Evaluation and Adaptation of Instructional Materials: A step towards Professional Development of Teachers” at an International Conference at Lingaya’s University, Faridabad, from 7-8 February 2014.

2. **Kothakonda Suman, Ph.D.** (L&P)
   “Finiteness in Telugu-modals” at the SCONLI-08 held at University of Kashmir, Srinagar, from 24-26 March 2014.

3. **Mohamed Novfal N, Ph.D.** (Comp. Lit.)
   “Discourses of Resistance and Subordination : A comparative Study of power Relations in Contemporary Muslim Women’s Fiction” at the International Conference on Translation Theory and Praxis, Comparative Literature, held in Kolkata, from 18-20 April 2014.
THESES SUBMITTED (2014 – 2015)

DOCTOR OF PHILOSOPHY

During the academic year, 41 PhD theses were produced (30 English; 11 Arabic).

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<th>LINGUISTICS AND PHONETICS (Ph. D.)</th>
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<td>1. An Integrated Approach to the Syntax-Phonology Interface: A cross-linguistic study</td>
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<td>9. The Null Subject in Modern Standard Arabic and Yemeni Arabic with particular reference to Tihami Yemeni Arabic</td>
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<td>10. Dravidian English: A Phonetic Study</td>
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<td>11. The Acquisition of Yemeni IbbiArabic: the development of verbal morphology and overt subject realization</td>
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<td>12. C-T-V Relation in Arabic: A Phase-Based Approach</td>
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<td>1. Magical Postmodernist Imagination: Contexts and Texts</td>
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<td>2. Performing Life-Worlds: A Study of the Methor Folk Traditions of Jalpaiguri</td>
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<td>3. (Re)Presentations of the Unpresentable in Ian McEwan and Patrick McGrath</td>
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<td>4. Contemporary Jewish American Women Writers: Modernity and Orthodoxy</td>
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<td>6. Self, Other and Liminality: An Exploration of Nabarun Bhattacharya’s Works</td>
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7. Disabling the ‘Abnormal’: Recasting the Representation of Disability in Select Novels of Doris Lessing from the Perspective of Disability Studies
   A Sivakamasundari
8. Haunting Melodies: A Study of Song Cultures of India
   Golla Kiran Kumar
   Rajarshi Mitra
10. River Against Us: Resistance Writings on Internal Displacement in Post-Independent India
    Reem Shamsudeen
11. The Anatomy of Trauma: Structures of Interpretation and Representation
    Sreevidya Surendran
12. Globalization and Arab Culture: A Study of Select works of a few Arab Novelists
    Mansour Jarallah Ahmed Sarhan
13. From Victimhood to Empowerment: Tracing the Transformations of Women Immigrants in the Short Fiction of Shauna Singh Baldwin, Chitra Banerjee Divakaruni and Jhumpa Lahiri
    Hima Prakash
    Amitendu Bhattacharya
15. The Untouchable Text: Dalit Exclusion in English Education in Andhra Pradesh
    Venkanna Nukapangu
    Reju George Mathew
17. Deconstructing Logocentric Structures of History and Narrative in Ian McEwan’s Fiction
    Pravin Kumar Patel
    Aparna Prem

ENGLISH LANGUAGE EDUCATION (Ph.D.)

1. Teaching Strategies for Improving Reading Comprehension Skills: An Evaluative Study of Secondary School Learners
   N Padmamma
2. Effectiveness of Task-based Language Teaching in Developing Writing Skills at the Secondary Level in Nepal
   Purna Bahadur Kadel
3. Learner Dictionaries and Corpus Data as Facilitators in EAP Vocabulary Learning: A Study
   Vijaya Kumar C
4. Understanding the Significance of the Interface between Language and Culture in the SL Classroom: A Study of the Hmar Tribal Learners of Manipur
   Ruth Zarzomawi Hauzel
5. Enhancing EFL Teacher Development through Self-Direction
   Tika Ram Bhatta
6. A Dialogic Approach to Academic Writing: A Study of the Yemeni Teacher-Development Context
   Fatima Abdullah Yahya Al-Anbari
7. Critical Reflection and Teacher Beliefs: A Study in Classroom Communication
   Ipsita Hajra Sasmal
8. Developing a Conceptual Framework for Teaching Thinking as a Distinct Component in the ESL Curriculum
   - M AV S Narayana Swamy

9. Investigating the Problems and Strategies of Listening Comprehension of EFL Student-Teachers: A Study in the Yemeni Context
   - Hassan Saeed Awadh Ba-Udhan

10. Using Action Research to Enhance Professional Development of Teachers of English in Yemen
    - Abdul Rahman Ali Mohammed Al-Ahdal

11. Incorporating Culture-Friendly Materials into the English Language Syllabus for Turkmen Schools
    - Meretguly Gurbanov

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<td>7. Studies of Style of the Qur’an during 20th Century: A Critical Approach</td>
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<td>9. Maroun Abboud: A Modern Arab Writer</td>
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Annexure 3

Library

BOOKS
The library has 1,68,490 books and other reading materials in English and Foreign Languages – Arabic, Chinese, French, German, Hindi, Italian, Japanese, Korean, Russian and Spanish.

The subject collection pertains to Linguistics, Language Teaching and Literatures of English and Foreign Languages. The library also has sizeable collections in the areas of Philosophy, Psychology, Media and Communication Studies, Film Studies, Sociology, Arts, and History.

The books are classified according to the Dewey Decimal Classification Scheme and all bibliographical details can be accessed through OPAC Computers in the library. Details of the bibliographical holdings can also be accessed through internet (www.efluniversity.ac.in). Each book placed in the library is secured using 3M Electro-Magnetic Security Tags.

An amount of Rs. 26.40 lakhs was spent towards acquisition of books during 2014-15.
Annexure 4

STUDENT ENROLMENT

In the academic year 2014-15, the Hyderabad campus admitted 134 students to its undergraduate programmes in English and 5 Foreign Languages, 131 students to MA (English), 24 to MCJ, 12 to MCL and 56 students to MA in 7 foreign languages. It admitted 74 students to the B.Ed. and 28 to the M.Ed. programmes. Eighty-two students were admitted to 12 Ph.D. programmes and 61 to the PGDTE programme. The Lucknow campus admitted 18 students to BA, 18 to MA and 9 to PhD programmes. The Shillong campus admitted 13 to BA, 2 to BA in MCJ, 21 to MA, 04 to MA MCJ and 12 to PhD programmes.

Of the 663 students admitted, 316 were admitted under the General category, 180 under OBC, 96 under SC, and 52 under ST categories. A further 19 students were admitted under the category of Persons with Disability.

In various part-time programmes offered by the University, 293 students registered for the Certificate of Proficiency in 9 foreign languages; 110 registered for Diplomas in 7 foreign languages, and 34 for an Advanced Diploma in French.

The University plays host to a large number of foreign students. In 2014-2015, 5 students were admitted to PhD programmes, 17 to MA, and 3 to the BA programme. Nine students were admitted under Sponsored schemes, 5 from SAARC countries, and 11 self-financed students from non-SAARC countries. Three students were admitted to part-time courses in foreign languages.
Annexure 5