Internal Quality Assurance Report (IQAC)

Annual Quality Assurance Report

(for the period June 2015- July 2016)

of

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD

Submitted to:

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An autonomous body established by the University Grants Commission

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi,
Bangalore - 560 072 India
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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) 2015-16

1. Details of the Institution

<table>
<thead>
<tr>
<th>1.1 Name of the Institution</th>
<th>The English and Foreign Languages University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Address Line 1</td>
<td>EFL University</td>
</tr>
<tr>
<td>Address Line 2</td>
<td>Near Tarnaka</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. E. Suresh Kumar

Tel. No. with STD Code: 040-27098141

Mobile: 8500049999

Name of the IQAC Director: Prof. Hemalatha Nagarajan

Mobile: 9885082500
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/2015-16.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></td>
<td>2001</td>
<td>5 years</td>
</tr>
<tr>
<td>2</td>
<td>2nd Cycle</td>
<td>A Grade</td>
<td>3.26</td>
<td>2016</td>
<td>5 years</td>
</tr>
<tr>
<td>3</td>
<td>3rd Cycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4th 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 2010-11submitted to NAAC on 12-10-2011)

i. AQAR 2011-12  
(01/12/2015)

ii. AQAR 2012-13  
(01/12/2015)

iii. AQAR 2013-14  
(01/12/2015)

iv. AQAR 2014-15  
(01/12/2015)

1.9 Institutional Status

University

State [ ] Central [X] Deemed [ ] Private [ ]

Affiliated College

Yes [ ] No [X]
Constituent College               Yes [X] No [ ]
Autonomous college of UGC        Yes [X] No [ ]
Regulatory Agency approved Institution (eg. AICTE, BCI, MCI, PCI, NCI) Yes [X] No [ ]
Type of Institution Co-education 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 [ ] 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 [ ] DST-FIST [ ]
  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 [ ] 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 | 23
2.10 No. of IQAC meetings held | 02

2.11 No. of meetings with various stakeholders: Faculty: 01
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)
(i) No. of Seminars/Conferences/Workshops/Symposia organized by the IQAC
Total Nos. International National State Institution Level

(ii) Themes
- Propose to conduct two workshops for Finance and Administration in December 2015

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 *
**Plan of Action**

<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. (See Annexure A)*

2.15 Whether the AQAR was placed in statutory body

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Management  Syndicate  Any other body

Provide the details of the action taken

-
### PART - B

**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>No. of programmes notified in 2016-17</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>15</td>
<td>11</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>PG</td>
<td>12</td>
<td>11</td>
<td>1 (Shillong Campus: MA English Literature)</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>UG</td>
<td>09</td>
<td>08</td>
<td>Nil</td>
<td>Nil</td>
<td>01 (B.Ed.)</td>
</tr>
<tr>
<td>PG Diploma</td>
<td>01</td>
<td>01</td>
<td>Nil</td>
<td>Nil</td>
<td>01(PGDTE)</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>09</td>
<td>06</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Diploma</td>
<td>09</td>
<td>08</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Certificate</td>
<td>10</td>
<td>08</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Others (Distance Mode: MA English, PGDTE, PGCTE)</td>
<td>03</td>
<td>03</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

| Total                  | 68                            | 56                                   | 01                                       | -                                 | 02                                            |

| Interdisciplinary      | 01 (MA. English)              | Nil                                   | Nil                                      | 01                                |
| Innovative            | 03 (PGCTE, PGDTE & B.Ed.in English) | Nil                                   | Nil                                      | 03                                |

1.2 (i) Flexibility of the Curriculum: 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>66 (UG, PG, PG Diploma, Ph.D, Diploma, Certificate, Advanced Diploma)</td>
</tr>
<tr>
<td>Trimester</td>
<td>None</td>
</tr>
<tr>
<td>Annual</td>
<td>03 M.A, PGCTE, PGDTE (Distance mode)</td>
</tr>
</tbody>
</table>
1.3 Feedback from stakeholders* Alumni □ Parents □ Employers □ Students X
(On all aspects)

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

*Please provide an analysis of the feedback in the Annexure (See Annexure B)

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

- More electives were introduced in the B.A. Hons. English and the M.A. English programmes.
- M.A. English Literature Programme was introduced in Shillong Campus

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>181</td>
<td>105</td>
<td>27</td>
<td>49</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</td>
<td>V</td>
<td>R</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Nil</td>
<td>28</td>
<td>22</td>
<td>Nil</td>
<td>64</td>
</tr>
</tbody>
</table>

2.4 No. of Guest and Visiting faculty and Temporary faculty

<table>
<thead>
<tr>
<th>Guest</th>
<th>Visiting</th>
<th>Temporary</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Nil</td>
<td>Nil</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 Seminars/ Workshops</td>
<td>115</td>
<td>121</td>
<td>27</td>
</tr>
<tr>
<td>Presented papers</td>
<td>92</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Resource Persons</td>
<td>32</td>
<td>78</td>
<td>15</td>
</tr>
</tbody>
</table>

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

**Introduction of New courses:**
- Courses like, English for Specific Purposes, English for Academic purpose, Digital Literacy use of Web 2.0 tools Forensic Phonetics, Teaching Young Learners, and Corpus-based 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

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

- Introduced OMR based entrance examination for two Ph.D. Programmes (Ph.D. in Linguistics and Phonetics and Ph.D. in Education).

For the first time, introduced the system of spot evaluation wherein the answer scripts of Ph.D. entrance examination are evaluated by the examiners under one umbrella.

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>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distinction %</td>
<td>I %</td>
</tr>
<tr>
<td>BA Arabic</td>
<td>09</td>
<td>0</td>
</tr>
<tr>
<td>BA English</td>
<td>97</td>
<td>2.17</td>
</tr>
<tr>
<td>BA French</td>
<td>16</td>
<td>6.25</td>
</tr>
<tr>
<td>BA German</td>
<td>Nil</td>
<td>-</td>
</tr>
<tr>
<td>BA Russian</td>
<td>04</td>
<td>-</td>
</tr>
<tr>
<td>BA Spanish</td>
<td>18</td>
<td>-</td>
</tr>
<tr>
<td>BA JMC</td>
<td>09</td>
<td>-</td>
</tr>
<tr>
<td>MA JMC</td>
<td>18</td>
<td>-</td>
</tr>
<tr>
<td>MA English</td>
<td>139</td>
<td>-</td>
</tr>
<tr>
<td>MA Arabic</td>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td>MA French</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>MA German</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>MA Russian</td>
<td>Nil</td>
<td>-</td>
</tr>
<tr>
<td>MA Spanish</td>
<td>06</td>
<td>0</td>
</tr>
<tr>
<td>MA Computational Linguistics</td>
<td>07</td>
<td>0</td>
</tr>
<tr>
<td>MA Linguistics</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>PGDTE</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>B.Ed. (English)</td>
<td></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>07</td>
</tr>
<tr>
<td>UGC – Faculty Improvement Programme</td>
<td>-</td>
</tr>
<tr>
<td>HRD programmes</td>
<td>-</td>
</tr>
<tr>
<td>Orientation programmes</td>
<td>05</td>
</tr>
<tr>
<td>Faculty exchange programme</td>
<td>05</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>03</td>
</tr>
<tr>
<td>Summer / Winter schools, Workshops, etc.</td>
<td>17</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>160</td>
<td>210</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Technical Staff</td>
<td>48</td>
<td>28</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>
3. **Research, Consultancy and Extension**

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

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the institution
- Organization of workshops, seminars on quality related themes and promotion of quality circles
- Documentation of the various programmes / activities leading to quality improvement

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>02</td>
<td>05</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Outlay in Rs. Lakhs</td>
<td>46</td>
<td>65</td>
<td>23</td>
<td>46</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>01</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></th>
<th>International</th>
<th>National</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Review Journals</td>
<td>79</td>
<td>78</td>
<td>03</td>
</tr>
<tr>
<td>Non-Peer Review Journals</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>e-Journals</td>
<td>03</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Conference proceedings</td>
<td>07</td>
<td>Nil</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>S. No.</th>
<th>Name of faculty</th>
<th>Nature of the Project</th>
<th>Name of the funding Agency</th>
<th>Sanctioned order no.</th>
<th>Sanctioned date</th>
<th>Total Amount Sanctioned (In Rupees)</th>
<th>Total grant sanctioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prof. K. Satyanarayana</td>
<td>UGC Project</td>
<td>Department of Cultural Studies</td>
<td>No.F.30-34/2015(SA-II)</td>
<td>17-09-2015</td>
<td>1600000.00</td>
<td>1600000.00</td>
</tr>
<tr>
<td>S. No.</td>
<td>Name of faculty</td>
<td>Nature of the Project</td>
<td>Name of the funding Agency</td>
<td>Sanctioned order no.</td>
<td>Sanctioned date</td>
<td>Total Amount Sanctioned (In Rupees)</td>
<td>Total grant sanctioned</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>----------------------</td>
<td>---------------------------</td>
<td>---------------------</td>
<td>----------------</td>
<td>------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Hrishikesh Ingle</td>
<td>UGC (Major Research Project)</td>
<td>Regional Cinema in Global Contexts: A Study of the &quot;New-Trun'in Marathi Cinema</td>
<td>F. No.5-290/2014 (HRP)</td>
<td>30-09-2015</td>
<td>825400.00</td>
<td>825400.00</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Indranil Dutta</td>
<td>Ministry of Science and Technology (CSRI)</td>
<td>Influence of Coarticulation on Lexical Access</td>
<td>No.SR/CSRI/100/2013 (G)</td>
<td>28-03-2016</td>
<td>4423600</td>
<td>4423600.00</td>
</tr>
<tr>
<td>4</td>
<td>Dr. A. Hariprad</td>
<td>UGC(Grant-in-aid Bill)</td>
<td>Salary and Research Grant: Search for Authentic Space in South Indian Cinema</td>
<td>N.F.30-40/2012 (SA-II)</td>
<td>01-02-2016</td>
<td>1096820</td>
<td>1096820.00</td>
</tr>
<tr>
<td>5</td>
<td>Dr. Alankar Kaushik and Dr. Caroline Wahling</td>
<td>UNICEF</td>
<td>Children in Media Experiments: Community Media Projects for Children and Adolescence in Shillong and the formation of a Community Media Centre</td>
<td>AFO/A&amp;C/2015/196</td>
<td>01-06-2015</td>
<td>660350</td>
<td>660350.00</td>
</tr>
</tbody>
</table>

3.7 No. of books published

i) With ISBN No. 34

ii) Without ISBN No. 04

3.8 No. of University Departments receiving funds from

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

3.9 For colleges

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

3.10 Revenue generated through consultancy Rs. 1,34,06,709/-
3.11 No. of conferences organized by the Institution

<table>
<thead>
<tr>
<th></th>
<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsoring agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.12 No. of faculty served as experts, chairpersons or resource persons  78

3.13 No. of collaborations

<table>
<thead>
<tr>
<th></th>
<th>International</th>
<th>National</th>
<th>Any other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>30</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

3.14 No. of linkages created during this year  05

3.15 Total budget for research for current year in lakhs:

<table>
<thead>
<tr>
<th>From Funding agency</th>
<th>From Management of University/College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.16 No. of patents received this year

<table>
<thead>
<tr>
<th>Type of Patent</th>
<th>Number</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td></td>
<td>Applied</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Granted</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International</td>
<td></td>
<td>Applied</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Granted</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercialised</td>
<td></td>
<td>Applied</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Granted</td>
<td>Nil</td>
<td></td>
<td></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></th>
<th>International</th>
<th>National</th>
<th>State</th>
<th>University</th>
<th>Dist</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>19</td>
<td>13</td>
<td>06</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  100  523

3.19 No. of Ph.D. awarded by faculty from the Institution  69
3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

<table>
<thead>
<tr>
<th>JRF</th>
<th>SRF</th>
<th>PDF</th>
<th>Non-Net</th>
<th>MANF</th>
<th>Any other</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>32</td>
<td>2</td>
<td>19</td>
<td>10</td>
<td>85</td>
</tr>
</tbody>
</table>

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

- University level
- State level
- National level
- International level

3.23 No. of Awards won in NSS: Nil

- University level
- State level
- National level
- International level

3.24 No. of Awards won in NCC: Nil

- University level
- State level
- National level
- International level

3.25 No. of Extension activities organized

<table>
<thead>
<tr>
<th>University forum</th>
<th>College forum</th>
<th>NCC</th>
<th>NSS</th>
<th>Any other</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</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

- English Proficiency Courses for the Citizens of Hyderabad (4 courses)
- International Yoga Day was organized
- Blood Donation Camp
- Swatch Bharath Programme Abhiyaan
- SPARSH

Apart from these, sports events, cultural event was organized and Education fair.
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>73</td>
<td></td>
</tr>
<tr>
<td>Laboratories</td>
<td>04</td>
<td>-</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td>Seminar Halls</td>
<td>04</td>
<td>-</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td>No. of important equipments</td>
<td>29</td>
<td>-</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>purchased (≥ 1-0 lakh) during the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>current year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value of the equipment purchased</td>
<td>80,56,470</td>
<td>-</td>
<td>80,56,470</td>
<td></td>
</tr>
<tr>
<td>during the year (Rs. in Lakhs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

4.2 Computerization of administration and library

Digitization of 1821 M.Phil and Ph.D theses, students’ life cycle, online entrances test for some programmes.

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>167127</td>
<td>21,99,924</td>
<td>183942</td>
</tr>
<tr>
<td>e-Books</td>
<td>88</td>
<td>36</td>
<td>124</td>
</tr>
<tr>
<td>Journals</td>
<td>50</td>
<td>3,85,046</td>
<td>50</td>
</tr>
<tr>
<td>e-Journals</td>
<td>-</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Digital Database</td>
<td>01</td>
<td>22,68,893</td>
<td>07</td>
</tr>
<tr>
<td>CD &amp; Video</td>
<td>1275</td>
<td>51</td>
<td>1326</td>
</tr>
<tr>
<td>Others (specify)</td>
<td></td>
<td></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>Computer Centres</th>
<th>Office</th>
<th>Depart -ments</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing</td>
<td>554</td>
<td>03</td>
<td>1 GB</td>
<td>02</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Added</td>
<td>16</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>570</td>
<td>03</td>
<td>1 GB</td>
<td>02</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</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.)

- All the teachers are provided with a desktop and printer and internet access in their officer
- All the teachers have been provided with an official E.mail ID
- Most of the Classroom have LCD projector, Desktop Podiums
- Most of the rooms in the Hostels have internet access. In addition to this, Students have access to two browsing centres and two computer laboratories

4.6 Amount spent on maintenance in lakhs:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount (lakhs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) ICT</td>
<td>36.75</td>
</tr>
<tr>
<td>ii) Campus Infrastructure and facilities</td>
<td>32.62</td>
</tr>
<tr>
<td>iii) Equipments</td>
<td>2.58</td>
</tr>
<tr>
<td>iv) Others</td>
<td>23.70</td>
</tr>
</tbody>
</table>

Total: 95.65
Criterion – V

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 of 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>Last Year</td>
<td>381</td>
<td>450</td>
<td>435</td>
<td>470</td>
</tr>
<tr>
<td>This Year</td>
<td>727</td>
<td>23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) No. of students outside the state

No. %

<table>
<thead>
<tr>
<th>Men</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>398</td>
<td>47.10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Women</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>447</td>
<td>52.89</td>
<td></td>
</tr>
</tbody>
</table>

(c) No. of international students

No

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
</tr>
</tbody>
</table>

Last Year | This Year

<table>
<thead>
<tr>
<th></th>
<th>General</th>
<th>SC</th>
<th>ST</th>
<th>OBC</th>
<th>Physically Challenged</th>
<th>Total</th>
<th>General</th>
<th>SC,ST &amp; OBC</th>
<th>Physically Challenged</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>445</td>
<td>134</td>
<td>60</td>
<td>284</td>
<td>19</td>
<td>942</td>
<td>453</td>
<td>483</td>
<td>7</td>
<td>943</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>Details of student support mechanism for coaching for competitive examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students beneficiaries</td>
</tr>
</tbody>
</table>

5.5 No. of students qualified in these examinations

<table>
<thead>
<tr>
<th>NET</th>
<th>SET/SLET</th>
<th>GATE</th>
<th>CAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

5.6 Details of student counselling and career guidance

The Counselling Centre has two trained psychologists, who meet clients four days a week. Counselling hours are 4-6 p.m. on Mondays, Tuesdays, Thursdays, and Fridays. Prof. Uma Rangan is a Former Professor of Psychology at Osmania University and Dr. P. Swati is Assistant Professor and Head, Department of Psychology, Osmania University.

*The Centre*
- Provides free counseling to students, facility and non-teaching staff
- Organizes workshops on stress management, interpersonal relationships, and goal settings.

*Types of Services Offered*
- Personal Counselling
- Group Counselling
- Self Assessment
- Life Skills Development, These include:
- Self-confidence, Interpersonal relations, Stress management, enhancing Emotional Intelligence, Developing positive attitude, Combating suicidal tendencies and Depression

Number of clients benefitted: approx. 16-18 visits per month.

Placement Cell conducted workshops on career counseling. 68 students participated and 57 students were selected. 22 organizations participated in the Placement.

<table>
<thead>
<tr>
<th>Details of student counselling and career guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students benefitted</td>
</tr>
</tbody>
</table>

55
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>22</td>
<td>68</td>
</tr>
</tbody>
</table>

5.8 Details of gender sensitization programmes

- Gender Sensitization Activities and Programmes
- Orientation-cum-Interactive Programme
- Talk by Ms. Swati Lakra, IPS
- Poster Exhibition on Gender Equality
- Women’s Day Celebrations
- Photography Competition
- Fixation of CCTV Cameras on the campus
- Posting of Security Guards around the clock on the Campus
- Lessons in Karate for Girls
- Woman staff in Health Clinic
- The Counsellors

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>
<tbody>
<tr>
<td>No. of students participated in cultural events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State/ University level</td>
<td>25</td>
<td>National level</td>
</tr>
</tbody>
</table>

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></td>
<td>18</td>
<td>15,81,223</td>
</tr>
<tr>
<td>Financial support from government</td>
<td>199</td>
<td>2,00,21,105</td>
</tr>
<tr>
<td>Financial support from other sources</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number of students who received International/ National recognitions</td>
<td>-</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 ☐ 04

5.13 Major grievances of students (if any) redressed: Nil
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

---

6.3.3 Examination and Evaluation

Documentation of Student Life Cycle implemented

6.3.4 Research and Development

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

6.3.5 Library, ICT and physical infrastructure / instrumentation

Special room for persons with disability in the library
Acquisition of e-Journals, e-books, and digital databases

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 eligible teachers under CAS completed.

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></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>4,50,000.00</td>
</tr>
<tr>
<td>Non teaching</td>
<td>24,65,000.00</td>
</tr>
<tr>
<td>Students</td>
<td>1,76,259.00</td>
</tr>
</tbody>
</table>
6.5 Total corpus fund generated Rs. 5614.26 in lakhs

6.6 Whether annual financial audit has been done

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>Agency</td>
</tr>
<tr>
<td>Academic</td>
<td>No</td>
<td>No</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?

- Introduced OMR based entrance examination for two Ph.D. Programmes (Ph.D. in Linguistics and Phonetics and Ph.D. in Education).
- For the first time, introduced the system of spot evaluation wherein the answer scripts of Ph.D. entrance examination are evaluated by the examiners under one umbrella.

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

----

6.13 Development programmes for support staff

----
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. 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.
2. The University has established an Innovation Club in 2014, the functions of which are: 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.
3. 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.
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. In 2015, OMR based entrance examination was introduced for two Ph.D. Programmes (Ph.D. in Linguistics and Phonetics and Ph.D. in Education). Moreover, for the first time the system of Spot Evaluation for Ph.D. Admission was introduced.

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

1. Documentation of Student Life Cycle implemented
2. Digitization of records
3. Digitization of Ph.D. theses
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

7.4 Contribution to environmental awareness / protection

- Use of solar power instead of generators during power outages
- Rain water harvesting
- Regular Campus cleaning and upkeep drives are undertaken
- Initiatives are undertaken to implement Swachh Bharat Abhiyan

7.5 Whether environmental audit was conducted? [X] 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

The University aims to focus on the following areas in future:

- use mobile technologies for transforming teaching and learning principles
- increase collaborative working, both within the class and between universities
- harness technology by developing on-line tools to assess skills and measure individual progress
- Use of cloud based SAAS software for student life cycle, hostels and Proctorial Board

Name: Prof. Hemalatha Nagarajan
Signature of the Director, IQAC

Name: Prof. E. Suresh Kumar
Signature of the Chairperson, IQAC

Vice Chancellor
Annexure A: Academic Calendar for 2015-2016

It is proposed that the Academic Calendar be announced at the beginning of the Academic year.
A draft calendar for 2015-16 is placed before the AC for Discussion and approval.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 16</td>
<td>University reopens</td>
</tr>
<tr>
<td>June 30</td>
<td>Completion of all admission of UG/PG programmes</td>
</tr>
<tr>
<td>July 15</td>
<td>Completion of all admission to Research Programmes</td>
</tr>
<tr>
<td>August 3 to November 16</td>
<td>First Semester begins – Hyderabad and Lucknow Campus</td>
</tr>
<tr>
<td>July 8 to December 15</td>
<td>Semester begins – Shillong Campus</td>
</tr>
<tr>
<td>August 18</td>
<td>Last date for payment of Semester fee without fine</td>
</tr>
<tr>
<td>August 25</td>
<td>Payment of fee with fine</td>
</tr>
<tr>
<td>October 30</td>
<td>Last date for sending in details of courses/programmes for next academic year</td>
</tr>
<tr>
<td>November 13</td>
<td>Last day of Instruction</td>
</tr>
<tr>
<td>November 23 to 30</td>
<td>Conduct of Supplementary and Semester-end exams</td>
</tr>
<tr>
<td>November 20</td>
<td></td>
</tr>
<tr>
<td>December 7</td>
<td>Submission of results to CoE’s Office</td>
</tr>
<tr>
<td>December 9</td>
<td>Finalization of Prospectus and applications forms</td>
</tr>
<tr>
<td>December 1, 2015 to January 2, 2016</td>
<td>Winter Vacation – Hyderabad and Lucknow Campuses</td>
</tr>
<tr>
<td>December 16, 2015 to February 10, 2016</td>
<td>Winter Vacation Shillong Campus</td>
</tr>
<tr>
<td>December 18</td>
<td>Meeting of the Examination Committee and declaration of results</td>
</tr>
<tr>
<td>January 4, 2016</td>
<td>University re-opens after vacation</td>
</tr>
<tr>
<td>January 5, 2016</td>
<td>Second Semester classes</td>
</tr>
<tr>
<td>January 15, 2016</td>
<td>Last date for payment of fees</td>
</tr>
<tr>
<td>January 27, 2016</td>
<td>Last date for payment of fees with fine</td>
</tr>
<tr>
<td>April 18 to April 29, 2016</td>
<td>Supplementary and Semester-End Examinations</td>
</tr>
<tr>
<td>May 2, 2016</td>
<td>Results to COE (Semester-end results and supplementary)</td>
</tr>
<tr>
<td>May 2, 2016 to June 15, 2016</td>
<td>Summer Vacation – Hyderabad and Lucknow Campuses</td>
</tr>
<tr>
<td>June 16, 2016 to July 7, 2016</td>
<td>Summer Vacation – Shillong Campus</td>
</tr>
<tr>
<td>May 20, 2016</td>
<td>Meeting of the Examination Committee and declaration of results</td>
</tr>
</tbody>
</table>
Annexure B : Staff Assessment

The University has been following a system of student feedback, which is done manually. Students fill in a feedback, 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 C: 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

Prof. Hemalatha Nagarajan


Dr. Salivendra Jaya Raju


Dr. Dominic Savio


Dr. Rahul Balusu

10. Wrote 6 modules for *Semantics* UGC e-pathashala PG course with Prof. Utpal Lahiri (co-author and course director).

Prof. K. Amaliraj

11. ‘Developing Communication Skills’ for CITD, Balanagar, Hyderabad - January 2016

Prof. R. Kishore Kumar


Prof. M E Veda Sharan


Prof. Paul Gunashekar

15. Developed a Grammar Workbook for the EFLU International Training Programme during my Sabbatical, 1 September 2015 to 15 June 2016 (to be published). Tata Institute of Social Sciences, Ministry of Youth Affairs, Government of India, and EFLU Collaborative Project: Edited the Level 2 Reading, Writing, Speaking, and Listening materials produced by the EFLU team for NUSSD.

Dr. Anand Mahanand


Dr. Madhavi Gayathri Raman

19. Reading Materials for Level 2 and 3 of NUSSDP project – teacher’s book and student’s book

Dr. Sangeetha P

20. ONE - TITLE: The Interior as Exterior: The Significance of Walter Benjamin’s The Arcade Project on Twentieth Century Conception of Interiority

Prof. Jayashree Mohanraj


Ms. Madhumeeta Sinha

**Prof. Sivakoti Nageswararao**


**Prof. T. Samson**

26. Speak English! (Books 1-10) 2016  English Junction (Books 1-10) Orient Blackswan Pvt Ltd., Hyderabad

**Dr. Aparna B. Lanjewar**


**Dr. Amith Kumar**


**Dr. Sherin B.S**


**Dr. Jibu Mathew George**


**Dr. Rahul Kamble**


**Dr. Tharakeshwar V.B.**


**Prof. M. Madhava Prasad**


**Prof. Satish Poduval**

44. ‘Not by Faith Alone: Religion, Gender and the Public Domain in India,’ *Transcultural Negotiations of Gender: Studies in (Be-)longing,* Eds. Saugata Bhaduri and Indrani

Dr. Uma Bhrugubanda


Dr. G. Naga Mallika


Dr. Sujatha Mukiri


Dr. Nikhila


Dr. Hrishikesh Ingle


Dr. Venkatesh Vaditya


Dr. Mahmood Alam (Persian)


Arun Shyam (Asst. Professor, Japanese)


Dr. Satyabhan Singh Rajput


Prof. Ram Das Akella


Prof. Meenakshi Reddy


Dr. Mathew John K


Mr. Sanjay Kumar


136. Réflexions, EFL University, Hyderabad, 2016.(editor of this journal of French and Francophone Studies) ISSN: 2320-0677


**Ms. Uma Damodar Sridhar**


**Prof. Tapas S. Ray**

140. Wrote three modules for Advanced Linguistics Course of e-pathshala

**Prof. Surabhi Bharati**


**Dr. Anish Koshy**


**Dr. Asma Rasheed**


**Dr. Komali Prakash**

147. Course material for M.A elective course on Comparative Literature for Indira Gandhi Open University, New Delhi

1. Magic Realism (Module: Comparative World Literature 2)

2. Gabriel Garcia Marquez- *A Very Old Man with Enormous Wings; Nikolai Gogol, The Nose*. (Module: Comparative World Literature 2)

**Dr. Komali Prakash**

148. ‘The Role of Phonetics in Teaching ESL Learners’, *Journal of English Language teaching*(ISSN 0973-5208), 2015
Dr. Rahul Balusu
149. ‘Comparison, Predication, and Lexical Semantics of PC nouns in Telugu’
In Indian Linguistics, Vol 76, No 1 & 2, 2015

Dr. Muthyala Udaya
150. ‘Mounstuart Elphinstone and his Educational Minute in India: A pedagogical Analysis.’
Utkal Historical Research Journal, Vol XXVIII, 2015, ISSN No- 0976-2132

Dr. Anand Mahanand
151. ‘Vygotsky’s Theories of Learning and Their Experiment in English Language Education.’
ELTIF. ISSN 223—7710. Dec 2015. 3-4.


Dr. Revathi Srinivas


Prof. Jayashree Mohanraj

Ms. Madhumeeta Sinha
156. “Telugu Press and Muslim Issues: An Interview with MA Majeed” The Media: Broadsheet on Contemporary Politics. Hyderabad: Anveshi Research Centre for Women’s Studies. ISSN 2278 3423

Prof. Sivakoti Nageswararao
157. ‘Contours of Women Leadership in India, Thoughts on Education’, A peer reviewed journal, Sep 15 , 2320-4710, Vol.IV, Number – 1, APH Publishing Corporation, New Delhi - 2

Prof. D. Venkat Rao

159. ‘Mnemocultural Affirmations’ in Seminar, 671, July 2015

Prof. T. Samson

160. ‘Teaching Literature in the Post-Method Academy’ Journal of ELT and Literary Studies ISSN 2277-9213 (forth coming)

Dr. Jai Singh


Dr. Shyam Babu


Dr. Jibu Mathew George


Dr. Shyamrao Rathod

167. ‘RajanitikSandarbhmeinJanajaatiyonkiDashaevamDisha’(Hindi Upayasonkonasadarbhmien) Under publication, Sankalyjornal April-June 2016 edition, ISSN 2277-9264

Dr. T. J. Rekha Rani


Dr. Abhishek Raushan

171. ‘SahityaSetu’ (ISSN No.- 2348-6163) - Issue- Oct-Dec 2015- Name of the Article - Shivkumar Mishra ka Bhakti-kaavyaVivechan, page - 81-85

172. ‘Apani Maati’ (ISSN No.- 2322-0724)- Issue- 21th - Name of the Article- Naagmati ka VirahVarnan

173. ‘ApaniMaati’ (ISSN No.- 2322-0724)- Issue- 22nd - Name of the Article- TulsikiLok-Saadhana


Prof. Satish Poduval

175. (e-journal) Selection of over 70 essays as part of an online archival resource titled “New Malayalam Cinema: Film and Politics in Kerala” for the website indiacine.ma (for information about this online resource, see https://indiacine.ma/about).

176. Translations of several essays by (and on) the renowned Malayalam film-maker John Abraham and on the Odessa film collective of Kerala for the website indiacine.ma

Dr. G. Naga Mallika

177. ‘Women in media: Gender equality or a period of transition?’ Proceedings of the National paper presentation seminar. Department of Journalism, MOP Vaishnov College for women, Chennai.

Dr. Srinivas Panthukala


180. Contemporary Politics of the Media under Section 1 - Political Economy of Media: Kuffir Interview on Round Table India (An Independent Website for Dalit Voices) P Srinivas and Prudhvi Raj Duddu, ISSN No.22783423, Volume 2, No.10&11, Bilingual Languages (English and Telugu) Publication, December 2015.
Dr. Ranjith Thankappan


183. ‘Debating Community, Print and Dalit in Kerala’, Rajagiri Journal of Social Development, Volume 7, Number 1, June 2015, pp. 3-14 (ISSN: 0973-3086)

Dr. Hrishikesh Ingle


Dr. Venkatesh Vaditya


Foreign Languages

1. Dr. Muzaffar Alam

186. ‘Suratul Hind fit tarajim al zatiyatil yemeniyah’ (India in the autobiographies of Yemen) an article published in Aqlamun Weadah, An Arabic Periodical published from All India Teachers Welfare Association, September, 2015.


189. ‘Novel writing in Egypt during Inter-war period’, an article published in a seminar proceedings entitled World War – 1 Revisited: perspectives and Resonances, edited by Sanjay Kumar, Assistant professor in the Department of French, The EFL University, April, 2016, Hyderabad


IN ARABIC

191. ‘Tarjamatu Kutub al Seerah al Nabaviyyah Min la-Lughatil Urduyyah Ila al Lughatil Arabiah wa Ala-al-Aks’ (Translations of books on “Biography of the Prophet Mohammed”


IN URDU


URDU


**Dr. Mahmood Alam (Persian)**


**Arun Shyam (Asst. Professor, Japanese)**

198. ‘Anton Chekhov in Haruki Murakami’s IQ84’. *Russian Philology* No. 33&34. ISSN 2231-1564, 2015.

**Kunwar Kant**


Dr. Anjali V. Bagde
201. ‘Une approche formative à la compétence interculturelle à travers les textes littéraires : compte rendu d’une expérience en classe de FLE en Inde’ in Réflexions, Numero 3/2016, EFLU, Hyderabad, ISSN, : 2320-0677, pg 109-120

Ms. Uma Damodar Sridhar

Dr. Janani Kalyani V
203. ‘Les remakes tamouls des films franais: perspectives, approches et strategies d’adaptation’ in Réflexions, une revue des etudes françaises et francophones, English and Foreign Languages University Press. ISSN : 2320-0677

Dr. Kalplata
204. ‘Le motif de meurtre, le mémoire et la mort dans la Confession’ in American Research Thoughts. Volume 2, Issue 1, November 2015, ISSN : 2392-876X.

205. ‘La folle bizarrerie de Miss Harriet’, in Research Journal of Language, Literature and Humanities VOL. 2(11), 5-8, November (2015), ISSN 2348-6252.

Mr. Vinay Kumar Gupta
206. ‘Narendra Modi dans Le monde: une cohabitation difficile’ in Réflexion, EFL University, Hyderabad 2016 (the journal of French and Francophone Studies)

Sandal Bhardwaj
207. “Black Sheep” in search of Identity and Integration (in English) Indian Journal of Research, Volume : 5 | Issue : 2 | February 2016, ISSN - 2250-1991 | IF : 5.215 | IC Value : 77.65

208. ‘Remembering Umberto ECO (In English)’, Indian Journal of Research, Volume : 5 | Issue : 3 | February 2016, ISSN - 2250-1991 | IF : 5.215 | IC Value : 77.65

209. ‘Umberto Eco ko yaad karte hue…’ (In Hindi)Samyantar, Volume : 6| March 2016 ISSN - 2249 - 0469

Prof. Maya Pandit-Narkar

BOOKS

Dr. Shruti Sircar
57. ‘Imperative as root infinitive analogue in Yemeni Ibbi Arabic: Two case studies’ (with Fawaz Qasem) to appear in Arab Journal of Applied Linguistics, 2016

Dr. Hemanga Dutta

58. ‘Phonetics and Phonology of Laryngeal contrast in Assamese’ with Michael Kenstowicz. Journal of Asian and African Languages, Japan 2016 (Forthcoming)

Dr. Shruti Sircar


Dr. Hemanga Dutta


61. ‘Language attitudes and English as a global linguafrancs: an empirical study among the Overseas Vietnamese students.’ Published in Lokaratna volume ix, An international online journal on language and folklore.Folklore Foundation of India. 2016.ISSN number 23476247. (e-journal)

Dr. Salivendra Jaya Raju


Dr. Komali Prakash

63. ‘A case for redesigning the syllabus for ESL/EFL learners’ in International Journal of English Literature, Languae & Skills (ISSN 2278-0742): vol. 4: Issue: 3, 2015

64. ‘Enhancing the employability of graduates- A case for relook at the teaching of English in India’ (co-authored), International Journal of Multidisciplinary Research(ISSN 2277-9302): vol. 4: Issue: 6(6), 2015


Dr. Grace Suneetha Didla


Dr. Rahul Balusu


69. ‘Sluicing in Dravidian: Tracing the source’ In *Proceedings of FASAL 5*, Yale University, New Haven 2016

**Dr. Indranil Dutta**

Articles in conference proceedings:


**Dr. Muthyala Udaya**


**Prof. Paul Gunashekar**


**Prof. Geetha Durairajan**

77. ‘Landmark Article: Assessing and Testing Learners’ Language Proficiency’. *Language Learning and Teaching*. 5:1

78. ‘Evaluating and Teaching through Observing and Recording Student Growth’. *EFLJ*: 7:1

Dr. Anand Mahanand


83. ‘Contextualizing English Language Education.’ IJELLS.ISSN 22780742.January 2016.

84. ‘Stories of Success: Strategies Adopted by High Achievers’ IJELLS.ISSN 22780742 April 2016.

Dr. Lina Mukhopadhyay


Dr. Madhavi Gayathri Raman


Prof. D. Venkat Rao

88. ‘Accents of Memory: Critical Humanities and the Question of Inheritance’ Journal of Contemporary Thought, summer no. 41, 2015.

Prof. T. Samson


Dr. Aparna B. Lanjewar

Dr. Amith Kumar


Dr. Sherin B.S

95. ‘The Obverse of the Nation’ in **the Deccan Literary Journal- A peer reviewed and refereed International Journal for English Language and Literature.** (ISSN N0: 2249-1910) Vol 6 Issue 11, July 2016.

96. “Gender and Uniform Civil Code Debates in India” in **International Symposium Proceedings, In-house publication**, University of California, Santa Barbara, July 2015 (conference proceeding)

Prof. N Rama Devi


Dr. T. Subramanyam


Dr. Jai Singh


Dr. Shyam Babu


Dr. Jibu Mathew George


**Dr. Rahul Kamble**


**Dr. Shyamrao Rathod**


**Prof. H. Lakshmi**


120. ‘Representing the Other: The Politics of Translation’ (p.58-69) in *International Journal of Telugu Linguistics*, vol 4-7, 2015

**Prof. K. Satyanarayana**

121. 1. ‘Social inequality and Human Dignity’ in *Seminar* 672, August 2015.

122. 2. ‘Caste as the Baggage of the Past: Global Modernity and the Cosmopolitan Dalit Identity’ in *Dalit Literatures in India* edited by Joshil K. Abraham and Dr Judith Misrahi-Barak, New Delhi: Routledge, 2016.


**Prof. Satish Poduval**

Dr. Uma Bhrugubanda


Dr. G. Naga Mallika


Dr. Suchitra Patnaik

127. ‘Role of Media in promoting Environment Technologies’, Fourth World, Vol: 10, April and October, 2014

Dr. Ravindra Kumar Vemula


Prof. Syed Jahangir

130. ‘Difficulties of teaching Rhetoric for Non Arabic Speakers’ in Majallh al Qism al Arabi, Dept. of Arabic University of Punjab, Lahore, Pakistan

131. ‘Erotic Poetry in Arabic poetry of Nigerin between Modernity and Imitation’. in Majallah al qism al Arabi, Dept of Arabic, University of Punjab, Lahore. Pakistan

Dr. Mohd Anzar

132. Tazeen e adab Aur Dr Sajid Ali Qadri – Rifaqat our Tajribaat (Tazeen e Adab And Dr Sajid Ali Qadri: Fellowship and Experiences)Tazeen e Adab (An International Registered Refereed Quarterly Research Journal), Shirpur Distt. Dhule (M.S.), ISSN No. 2278-0718, Volume No. IV, Issue No. 4, October – December 2015, pages: 4 (181-184)

Dr. Mohit Chandna

Dr. Kalplata
136. ‘Différence et Similitude dans le traitement des fous et des femmes folles chez Guy de Maupassant., in *Journal of Arts and Humanities* Vol 5, No 2 (2016). ISSN (Print) : 2167-9045. ISSN(Online) : 2167-9053.

Mr. Sanjay Kumar
139. ‘Lire la pédagogie de Montaigne au XXIe siècle’ in *Réflexion*, EFL University, Hyderabad, 2016.(the journal of French and Francophone Studies)

Dr. Roopa Suzana
142. ‘Neutralization of Mother Tongue Influence – Its importance’ *Research Interactional Journal*. Volume No.4, Issue 2, 2016 (April –June) ISSN 2395-2636 (print) 2321-3108(Online)

Ms. Smita Joseph
144. ‘Distance Learning is an example of Community Education’, *Indian Journal of Lifelong Learning* ISSN:2454-6852 vol. 4 (2), April-June 2016
145. ‘Gender Discrimination in Language, Revolution’ *Journal of Social & Legal Studies* JCD.87-96 ISSN: 2394-997

Dr. Asma Rasheed
Annexure D: Library

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

The Library has subscribed to 120 Journals (70 electronic and 50 print). Under Shodh Sindu project, our university has been provided access to 9 databases. The Library has been receiving 20 newspapers and 30 magazines.

The Library has subscribed to the following 6 databases.

<table>
<thead>
<tr>
<th>No.</th>
<th>Database</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Literature Online (Pro-Quest): Access to over 3,50,000 + works on Poetry, Prose, Drama, Fiction and Criticism from 8th Century to 21st Century &amp; MLA. International bibliography: This database is a classified listing and subject index of scholarly books and articles on Modern Languages, Literatures, Folklore and Linguistics which has been compiled by the Modern Language Association of America since 1926.</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Complete and Subject Subscriptions (Pro-Quest): Access to over 1 lakh e-books covering Philosophy, Social Sciences, Humanities, Language, Literature etc.</td>
</tr>
<tr>
<td>3.</td>
<td>Humanities Source (EBSCO): Full text for more than 1,500 Journals, Indexing for more than 3.2 million Articles.</td>
</tr>
<tr>
<td>4.</td>
<td>CAIRN.INFO (French)</td>
</tr>
<tr>
<td>5.</td>
<td>Ethnologue: Languages of the World: World’s comprehensive reference work cataloguing all the world’s known living languages (e-book)</td>
</tr>
<tr>
<td>6.</td>
<td>Al-Manhal: Islamic Studies and Language and Literature (e-books and e-journals) Educational Science (e-book)</td>
</tr>
</tbody>
</table>

DIGITIZATION OF THESES

The Library has in its collection 1821 theses (M. Phil and Ph.D). The entire theses collection has been digitized and the full texts can be accessed through intranet within the University campus. The Bibliographic details of the Books, Back Volumes, and Theses can be accessed through www.efluniversity.ac.in Library.

TUTORIAL CONDUCTED

The library conducted one day tutorial on use of URKUND Plagiarism software for all Ph. D Supervisors on 29.3.2016.

SECURITY OF BOOKS

All the books in the Library are protected with Electro-magnetic security device. The Library users are requested to get the books issued in their names before taking them out of the Library.
Annexure E: Admissions

In the academic year 2015-16 the university admitted students to its undergraduate programmes in English and Foreign Languages, 79 Students to MA (English) and 31 to foreign languages, 16 to MCJ, 12 to MA CL, and 18 to PGDTE.
Annexure F: Best Practices

Best Practice I

1. **Title of the practice**
   Enhancing Administrative Quality through ICT: Technology driven reforms in record keeping, admissions and employee punctuality.

2. **Objectives of the Practice**
   The objectives of this best practice are:
   - To harness ICT for enhancing efficiency and productivity in the administration of the University;
   - To ensure professionalism and transparency in the functioning of the University;
   - To update and upgrade the administrative machinery of the University.

Administrative functions, which require massive amount of documentation and coordination different sections, are often impeded by manual operations that are time-consuming, prone to error, and lack of competency. Currently, a wide range of technologies is available for such work, and the University has taken the initiative to adopt some of them. We propose to study impact assessment and review these practices a year, to modify them if necessary.

3. **The Context**
   The University’s dependence on outdated, outmoded practices of office and material management was telling on areas such as information storage/retrieval, staff relations, and admissions/ examinations.

   Service records, administrative letters, memos, correspondence, etc were generated on a daily basis, they were used, exchanged, filed, and retrieved on a daily basis. Dozens of storage and filing cabinets lined the corridors of the University, which was already reeling under a severe space crunch.

   Admissions and examinations added to the problem. Records of all students past and current, question papers past and current, answer scripts, degree documents, etc needed to be generated and stored. Thousands applied every year for admission to the various programmes offered by the University. All applications were in the physical form running to several pages and accompanied by mandatory documents. The employees spent considerable time and energy poring through these verifying, checking, compiling, collating, and storing. All this necessitated more employees and more space.

   Overwhelmed by the overflowing physical records the University struggled to ensure efficiency, transparency and productivity. Rate of loss and damage became unacceptable. Manipulation of the weaknesses in the system to their benefit by unscrupulous elements could not be ruled out.
With regard to punctuality, it was noticed that the university was still using an unreliable attendance marking system that required employees to sign their attendance in an unmonitored register. It was unscientific and therefore was dispensed with.

It was in this context that the University decided to harness ICT to solve all these problems.

4. The Practice

a) Digitizing Theses

The Library has in its collection 1899 theses (M. Phil and Ph.D). The entire theses collection has been digitized and the full texts can be accessed through intranet within the University campus. The Bibliographic details of the Books, Back Volumes, and Theses can be accessed through www.efluniversity.ac.in Library. This to provide easy access to researchers.

b) Admissions and Examinations

Close to ten thousand applications are received every year for admission to the various programmes offered by the University. These applications comprising 2 to 4 pages and accompanied by other mandatory documents are delivered to the CoE's office. These have to be scrutinized carefully and information culled, compiled, collated, cross referenced and action taken before being stored for future reference. The staff in the office of the controller was ill equipped to handle such a mammoth and specialized task in addition to their routine work in the office. Additional staff was either borrowed from other departments or employed on contractual basis for the duration; however, they were also equally inexperienced, ill-equipped and untrained. All these led to frequent breakdowns, confusion and errors.

In 2012 a decision was taken to switch to online applications for the entrance tests. A template was uploaded along with clear instructions and applicants were required to fill in the application form online, which had enough checks and balances built in. Mandatory documents were to be scanned and attached to the application. Application fee payment too was made online. Proof of payment was mandatory to submit the application. The processing of information was computerized in partnership with an external agency.

The CoE's office is also charged with the responsibility of collecting, collating and maintaining every student's personal and academic profile for as long as the student is on the rolls of the University. Often these profiles were preserved for several years even after the student graduated. This resulted in the generation of a massive quantum of information in the form of physical documents. As the university grew and the number of programmes and students increased exponentially this record keeping became more and more tedious and unsystematic. The absence of a formal material management policy was evident in the manner in which these records were kept. Chaos prevailed in the office. Loss of information, failure to access relevant information, presenting wrong information etc were common place. An informal audit pointed towards paucity of space, absence of a systematic filing system, untrained staff and the sheer quantum of information, amongst other things.

The University turned to ICT for a solution. A student management software has been developed and all the information in the physical form is being, in a phased manner, migrated to the new platform. Once complete, a student's life cycle in the University right from the
application form, the entrance scores, the midterm /end term scores and grades, the fellowship/scholarship data, the fees and penalties data, the character and conduct history, the certificates/degrees/diplomas, to the transfer and migration certificate will be accessible and available at the tap of a key.

The University introduced OMR based Entrance Examinations for two Ph.D. Programmes (Ph.D. in Linguistics and Phonetics and Ph.D. in Education). In compliance with the directions of the UGC, the entrance examination for admission to undergraduate and Postgraduate programs were made online for 2016-2017.

5. Evidence of Success

The outcome of the use of ICT in various administrative functions has been very promising. In the absence of benchmarks and impact assessment studies, it is difficult to provide objective evidence, but if the speed and efficiency of work can be a measure the initiatives have proved very successful.

6. Problems Encountered and Resources Required

Implementing reforms in examination pattern has not been easy and without challenges. The biggest challenge was the mindset of the paper setter who couldn't fully fathom the benefits of conducting objective online tests. Several rounds of meetings and counseling became necessary in order to allay their fears. But post implementation these fears have vanished and the teachers have become very appreciative and supportive of the reforms. Another challenge was finding a suitable technology firm to partner with the University in implementing this reform. The University has now partnered with TCS for conduct of online tests.

1. Title of the Practice Ensuring Social Justice in Education: Cell for the Disabled (See Appendix B)

2. Objectives of the Practice the objectives of this practice are:
(a) to enhance access to resources for persons with disability; (b) to create an environment that is socially inclusive;
(c) to encourage critical thinking and research on disability issues.

The Government of India has in recent years increasingly emphasized the principle of inclusiveness and equal access to all. As the UGC put it in a policy paper on Centres for the Study of Social Exclusion and Inclusive Policy: "Overcoming 'exclusion' constitutes the most elementary pre-requisite for the building of a democratic society, the goal with which our freedom struggle was fought, and the tacit social contract on the basis of which modern India has come into being." The decision to make the university disabled-friendly and to encourage critical perspectives on disability was based on this principle.

3. The Context

Persons with disability are ordinarily excluded from the benefits of education, or their access restricted, in a number of ways. For those with locomotor impairment, the architecture of buildings acts as a major obstacle. For those with auditory and visual impairment, classroom practices that depend upon the ability to see and hear effectively exclude them from full
participation. Such structural inequalities result from the assumption that the able body is the norm, and educational institutions rarely question this assumption.

EFL University decided to address these issues by introducing policy and infrastructural mechanisms that would ensure a disabled-friendly environment. This was taken up as part of our commitment to welfare and the policy of social inclusiveness, which is also one of our major academic concerns. A number of our research students work in the area of disability studies, and many courses address the issue of social exclusion and disability. Given this thrust, it was imperative that we question the assumptions about ableism in our own infrastructure and pedagogic practices.

4. The Practice

Practices of social inclusiveness require not only mechanisms but equally policy frameworks to define and sustain these practices. The first step that needed to be taken, therefore, was formulating a policy for ensuring increased access of persons with disability. The University's Rules make special provisions for persons with disability, by relaxing fee requirements and eligibility conditions for scholarships.

Rule 2.1.4 provides for the exemption of tuition and hostel fees for students with disability who are not receiving any fellowship/scholarship and the annual income of whose parents/guardians is Rs.50,000/- per annum or below. Rule 2.6 provides for lowering of minimum eligibility condition for award of JRF to students with disability from 55% to 50% aggregate/5.00 CGPA/B Grade in the qualifying examination. Rule 2.7 provides for concessions for students with disability in regard to admission to the Ph.D. programme at par with concessions extended to students belonging to SC/ST category.

There are currently 20 students, 2 teachers and 3 non-teaching staff with visual impairment, and 29 students with physical disability. In 2012, in order to provide them infrastructural support and to promote sensitivity on disability issues, the University established in its Hyderabad Campus a Cell for the Disabled. Infrastructural facilities provided are of two types: architectural and pedagogic.

To provide ease of access to buildings, ramps have been constructed in the hostels, library, guest house, academic buildings, main (administrative) building and bank, and passage railings have been installed in the library, academic buildings and main building. Two of the hostels have toilets for persons with disability.

Pedagogic infrastructural support includes Braille printers, Tatra-Point Braille typewriter, Jaws Software for Windows, Magic Magnification Software, Kurzweil Education System software, Pearl Open Book machine, Sara Reading Machine, Franklin Talking Dictionaries and Angel Digital Portable Devices. The Cell has enrolled for a 1-year membership with the US-based Bookshare, an online library of audio-accessible reading materials for students with visual disability. Students can now access more than 300,000 books in accessible formats of their choice. An orientation workshop was organized with the support of the National Association of the Blind, New Delhi, and Bookshare Outreach, to familiarize students with Bookshare.
In addition to the above, the Cell also makes available to students who need them wheelchairs, tricycles, and white canes.

The Cell also organizes various programmes for students with disability. In September 2014, it organized a sensitization and interaction programme that was open to all students of the University, to enhance awareness about disability issues. In October 2014, a 2-day workshop on career counseling was organized for students with disability, in collaboration with Enable India (Bangalore), and about 70 students from EFL University and University of Hyderabad attended it. In November 2016-17, the Cell conducted five orientation programmes and workshops.

5. Evidence of Success
The initiatives, both in terms of policy framework and infrastructural support, have been highly successful. A significant number of students benefit from the relaxation of fees and other concessions, and many others are provided access to pedagogic support. In the absence of benchmarks for evaluating outcomes, evidence of success can be indicated in enhancement of access to the various programmes and enrollment figures of students with disability. As stated above, in the academic year 2016-17, 10 disable students were admitted to various programmes.

6. Problems Encountered and Resources Required
The major problem faced by the centre is the shortage of funds. Under the 12th Plan, we had asked for Rs.1 crore, as we had fully utilized Rs.43 laths in the previous plan period and had a number of proposals for expansion, but the UGC sanctioned only Rs.67 laths, and even this has not been released. We have only 1 secretarial assistant, and need at least 2 more to meet the work pressure. Apart from these immediate problems, there are a number of larger issues that deserve attention. There must be provision made by the UGC for production of books in Braille or audio format.

Materials produced by the Distance Education Centre, for instance, are only in print, though there were 10 students with visual impairment last year. Provision must also be made for sign language trainers and interpreters to assist in teaching. Currently, all funds come directly from the UGC. Budgetary provisions must be made by the University, from UGC grants as well as self-generated funds, to support students with disabilities.