

# 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:**



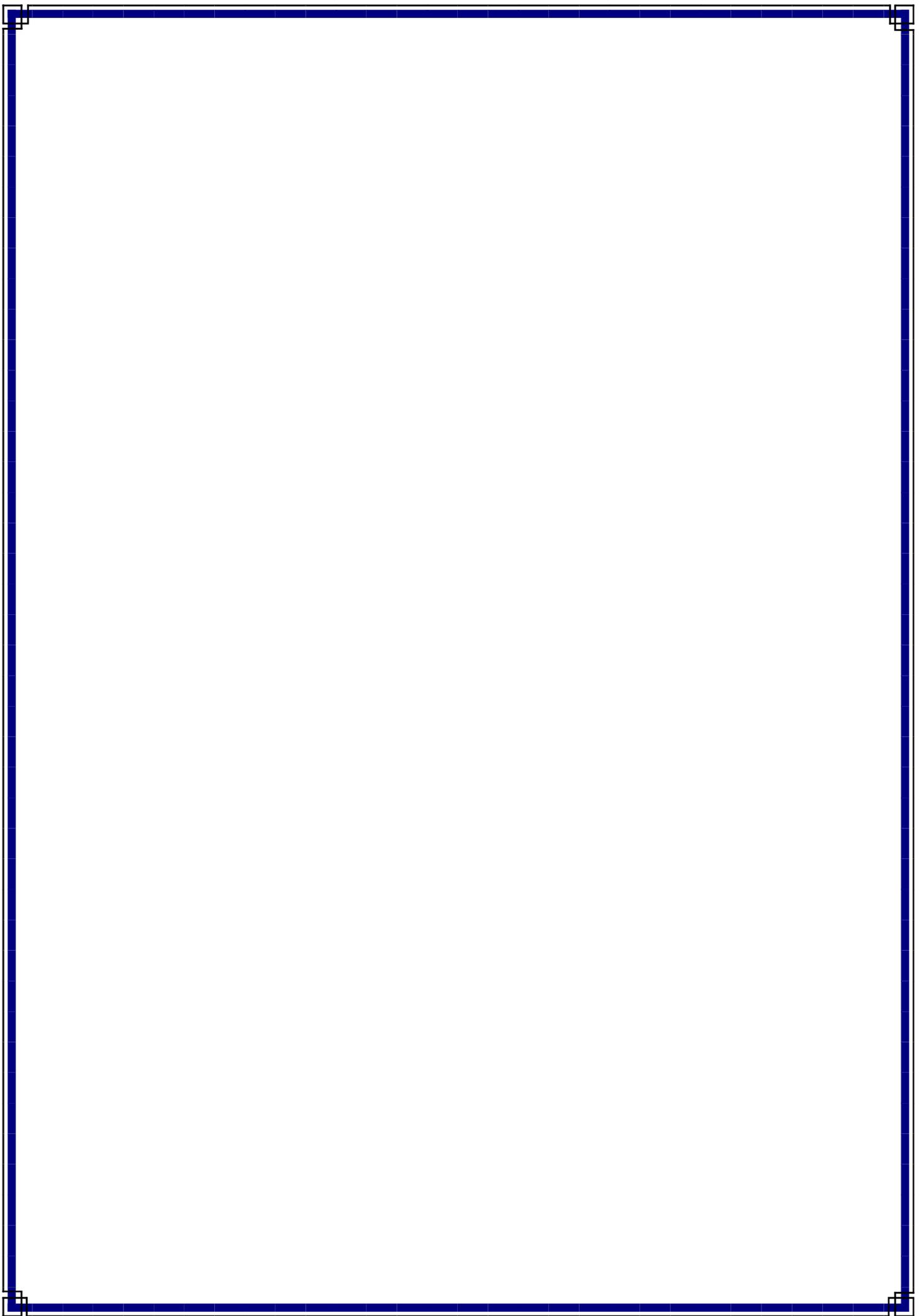
**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

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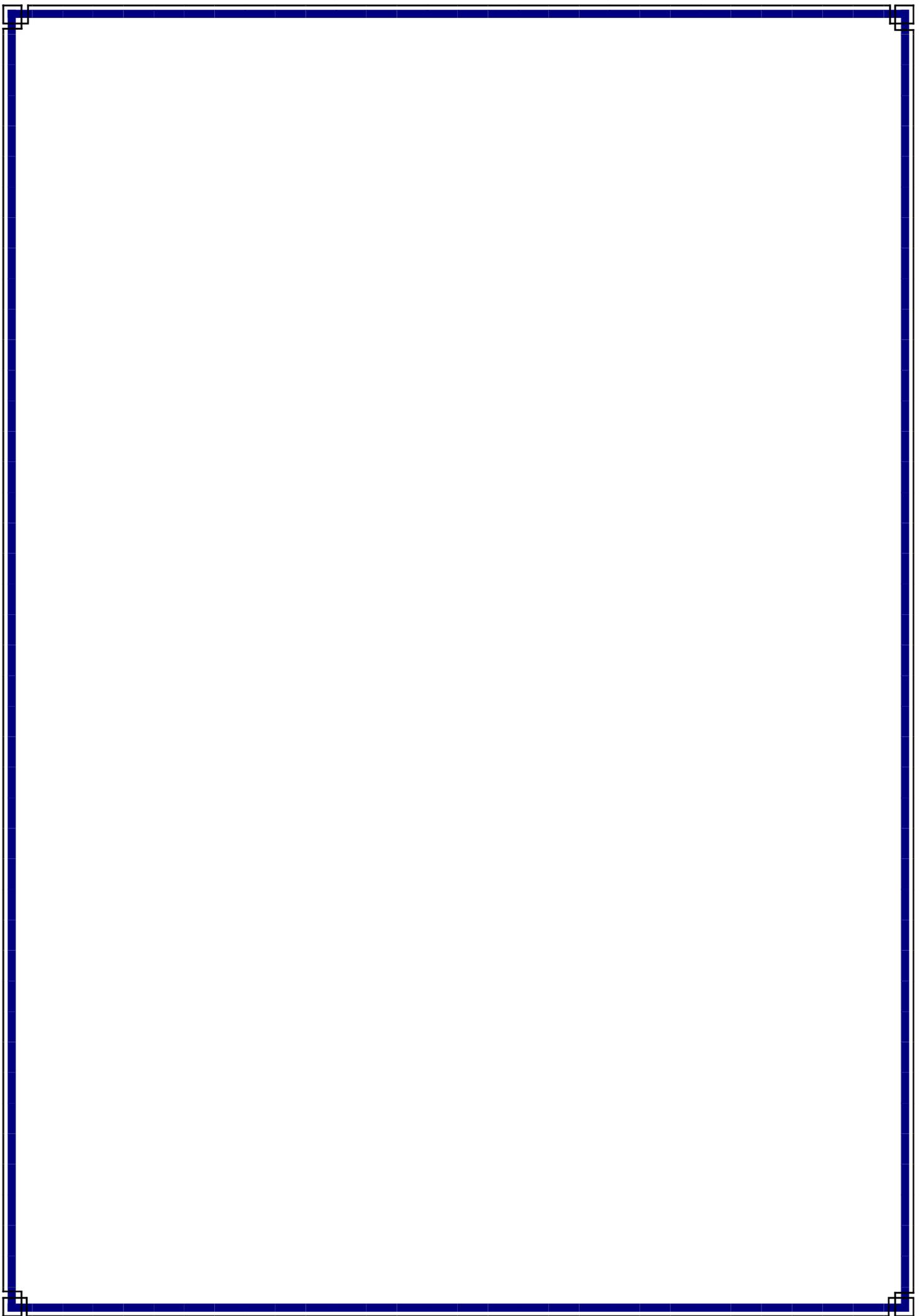
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

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# CONTENTS

<b>About EFL University</b>	1
<b>AQAR Report (2015-16)</b>	
<b>Part A</b>	2
<b>Part B</b>	
Criterion I: Curricular Aspects	7
Criterion II: Teaching, Learning and Evaluation	9
Criterion III: Research, Consultancy and Extension	12
Criterion IV: Infrastructure and Learning Resources	16
Criterion V: Student Support and Progression	18
Criterion VI: Governance, Leadership and Management	22
Criterion VII: Innovations and Best Practices	26
<b>Annexure</b>	
Annexure A: Academic Calendar	28
Annexure B: Staff Assessment	29
Annexure C: Research Output	30
Annexure D: Library	51
Annexure E: Admissions	52
Annexure F: Best Practices	53



## **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

1.1	Name of the Institution	The English and Foreign Languages University
1.2	Address Line 1	EFL University
	Address Line 2	Near Tarnaka
	City/Town	Hyderabad
	State	Telangana
	Pin Code	500007
	Institution e-mail address	vceflu@gmail.com
	Contact Nos.	040-27098141, 040-27098131
	Name of the Head of the Institution:	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:

1.3 **NAAC Track ID**  
(For ex. MHC0GN 18879)

**OR**

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

1.5 Website address:

Web-link of the AQAR:

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

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	5-Star		2001	5 years
2	2 <sup>nd</sup> Cycle	A Grade	3.26	2016	5 years
3	3 <sup>rd</sup> Cycle				
4	4 <sup>th</sup> Cycle				

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

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

- i. AQAR 2011-12 (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  Deemed  Private

Affiliated College Yes  No

Constituent College Yes  No

Autonomous college of UGC Yes  No

Regulatory Agency approved Institution Yes  No

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

Type of Institution Co-education Men Women

Urban  Rural  Tribal

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

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

1.10 Type of Faculty/Programme

Arts  Science  Commerce  Law  PEI (Phys Edu)

TEI (Edu)  Engineering  Health Science  Management

Others (Specify)

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

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

2.2 No. of Administrative/Technical staff

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: No. 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	Achievements
To make recommendations to the Administration for Quality Enhancement	16 recommendations accepted, 2 already implemented.

*\* Attach the Academic Calendar of the year as Annexure. (See Annexure A)*

2.15 Whether the AQAR was placed in statutory body    Yes     No

Management     Syndicate     Any other body

Provide the details of the action taken

-

**PART - B**

**Criterion – I**

**1. Curricular Aspects**

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	No. of programmes notified in 2016-17	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	15	11	Nil	Nil	Nil
PG	12	11	1 (Shillong Campus: MA English Literature)	Nil	Nil
UG	09	08	Nil	Nil	01 (B.Ed.)
PG Diploma	01	01	Nil	Nil	01(PGDTE)
Advanced Diploma	09	06	Nil	Nil	Nil
Diploma	09	08	Nil	Nil	Nil
Certificate	10	08	Nil	Nil	Nil
Others (Distance Mode: MA English, PGDTE, PGCTE)	03	03	Nil	Nil	Nil
<b>Total</b>	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:

<u>S A M E</u>	Pattern	Number of programmes
	Semester	66 (UG, PG, PG Diploma, Ph.D, Diploma, Certificate, Advanced Diploma)
	Trimester	None
	Annual	03 M.A, PGCTE, PGDTE (Distance mode)

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

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

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

Total	Asst. Professors	Associate Professors	Professors	Others
181	105	27	49	NIL

2.2 No. of permanent faculty with Ph.D.

129

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

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
Nil	28	Nil	22	Nil	14	Nil	Nil	Nil	64

2.4 No. of Guest and Visiting faculty and Temporary faculty

Guest	Visiting	Temporary
19	Nil	Nil

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	115	121	27
Presented papers	92	100	20
Resource Persons	32	78	15

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 144

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 36

2.10 Average percentage of attendance of students 85%

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
BA Arabic	09	0	77.77	11.11	0	88.88
BA English	97	2.17	65.21	15.21	2.38	84.94
BA French	16	6.25	43.75	25.00	0	75.00
BA German	Nil	-	-	-	-	-
BA Russian	04	-	-	25.00	-	25.00
BA Spanish	18	-	27.7	55.50	-	88.88
BA JMC	09	-	33.33	66.67	-	100
MA JMC	18	-	92.85	7.14	-	100
MA English	139	-	93.93	4.04	-	97.97
MA Arabic	17	-	82.5	11.76	5.88	100
MA French	11	-	63.6	36.4	-	100
MA German	1	-	-	100	-	100
MA Russian	Nil	-	-	-	-	-
MA Spanish	06	0	16.66	66.66	16.66	100
MA Computational Linguistics	07	0	28.57	71.42	0	100
MA Linguistics	6	0	16.67	33.33	50	100
PGDTE	15	0	28.57	71.42	0	100
B.Ed. (English)						

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

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	07
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	05
Faculty exchange programme	05
Staff training conducted by the university	01
Staff training conducted by other institutions	03
Summer / Winter schools, Workshops, etc.	17
Others	07

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	160	210	Nil	Nil
Technical Staff	48	28	Nil	Nil

### Criterion – III

#### 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

	Completed	Ongoing	Sanctioned	Submitted
Number	02	05	01	02
Outlay in Rs. Lakhs	46	65	23	46

##### 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	Nil	01	01	01
Outlay in Rs. Lakhs	Nil	Nil	2	1.7

##### 3.4 Details on research publications

	International	National	Others
Peer Review Journals	79	78	03
Non-Peer Review Journals	-	-	-
e-Journals	03	Nil	Nil
Conference proceedings	07	Nil	Nil

##### 3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS

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

S. No.	Name of faculty	Nature of the Project	Name of the funding Agency	Sanctioned order no.	Sanctioned date	Total Amount Sanctioned (In Rupees)	Total grant sanctioned
1	Prof. K. Satyanarayana	UGC Project	Department of Cultural Studies	No.F.30-34/2015(SA-II)	17-09-2015	1600000.00	1600000.00

S. No.	Name of faculty	Nature of the Project	Name of the funding Agency	Sanctioned order no.	Sanctioned date	Total Amount Sanctioned (In Rupees)	Total grant sanctioned
2	Dr. Hrishikesh Ingle	UGC (Major Research Project)	Regional Cinema in Global Contexts: A Study of the "New-Trun'in Marathi Cinema	F. No.5-290/2014 (HRP)	30-09-2015	825400.00	825400.00
3	Dr. Indranil Dutta	Ministry of Science and Technology (CSRI)	Influence of Coarticulation on Lexical Access	No.SR/CSRI/100/2013 (G)	28-03-2016	4423600	4423600.00
4	Dr. A. Hariprasad	UGC(Grant-in-aid Bill)	Salary and Research Grant: Search for Authentic Space in South Indian Cinema	N.F.30-40/2012 (SA-II)	01-02-2016	1096820	1096820.00
5	Dr. Alankar Kaushik and Dr. Caroline Wahling	UNICEF	Children in Media Experiments: Community Media Projects for Children and Adolescence in Shillong and the formation of a Community Media Centre	AFO/A&C/2015/196	01-06-2015	660350	660350.00

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

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP  CAS  DST-FIST

DPE  DBT Scheme/funds

3.9 For colleges NA Autonomy  CPE  DBT Star Scheme

INSPIRE  CE  Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution	Level	International	National	State	University	College
	Number					
	Sponsoring agencies					

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

3.13 No. of collaborations  International  National  Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From Funding agency  From Management of University/College

Total

3.16 No. of patents received this year

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

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

Total	International	National	State	University	Dist	College
19	13	06	Nil	Nil	Nil	NA

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

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

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF  SRF  PDF  Non-Net  MANF  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

University level  State level   
National level  International level

3.23 No. of Awards won in NSS: Nil

University level  State level   
National level  International level

3.24 No. of Awards won in NCC: Nil

University level  State level   
National level  International level

3.25 No. of Extension activities organized

University forum  College forum   
NCC  NSS  Any other

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

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

Apart from these, sports events, cultural event was organized and Education fair.

## Criterion – IV

### 4. Infrastructure and Learning Resources

#### 4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	27.3 acres	Nil	-	27.3 acres
Class rooms	73	-		73
Laboratories	04	-		04
Seminar Halls	04	-		04
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.	29	-		29
Value of the equipment purchased during the year (Rs. in Lakhs)	80,56,470	-		80,56,470
Others	-	-	-	-

#### 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:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books & Reference Books	167127		1493	21,99,924	168620	
e-Books	88		36		124	
Journals			50	3,85,046	50	
e-Journals	-		70	23,82,440	70	
Digital Database	01	1,86,000	06	22,68,893	07	2454893
CD & Video	1275		51		1326	
Others (specify)						

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	554	03	1 GB under NKN	02	1	-	-	-
Added	16	-	-	-	-	-	-	-
Total	570	03	1 GB	02	1	-	-	-

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 :

i) ICT	36.75
ii) Campus Infrastructure and facilities	32.62
iii) Equipments	2.58
iv) Others	23.70
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 or through their personal efforts.

#### 5.3 (a) Total Number of students

UG	PG	Ph.D.	Others
381	450	435	470

(b) No. of students outside the state 727

(c) No. of international students 23

No	%	Men	No	%	Women
398	47.10		447	52.89%	

Last Year						This Year			
General	SC	ST	OBC	Physically Challenged	Total	General	SC,ST & OBC	Physically Challenged	Total
445	134	60	284	19	942	453	483	7	943

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

**ENROLMENT 2015-16 for UGC NET Coaching Classes**

OBC			SC			ST			EBC			PHC			Grand Total		
M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
07	17	24	18	05	23	04	02	06	01	01	02	0	0	0	30	25	55

No. of students beneficiaries

5.5 No. of students qualified in these examinations

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

5.6 Details of student counselling and career guidance

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, faculty 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.

No. of students benefitted

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
22	68	57	Information not available

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

State/ University level  National level  International level

No. of students participated in cultural events

State/ University level  National level  International level

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

**Sports** : State/ University level  National level  International level

**Cultural**: State/ University level  National level  International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	18	15,81,223
Financial support from government	199	2,00,21,105
Financial support from other sources	-	-
Number of students who received International/ National recognitions	-	-

5.11 Student organised / initiatives

Fairs : State/ University level  National level  International level

Exhibition: State/ University level  National level  International level

5.12 No. of social initiatives undertaken by the students

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

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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

Teaching	4,50,000.00
Non teaching	24,65,000.00
Students	1,76,259.00

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No		No	
Administrative	No		No	

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

For UG Programmes Yes  No

For PG Programmes Yes  No

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

- 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

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6.12 Activities and support from the Parent – Teacher Association

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6.13 Development programmes for support staff

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

- Use of solar power
- Water harvesting
- Tree plantation drives

## Criterion – VII

### 7. Innovations and Best Practices

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

1. 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?  Yes  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

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## ANNEXURE

### **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.

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

## **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**

1. 'Loanword Adaptation and Second Language Acquisition: Convergence and Divergence'; in *Universal or Diverse Paths to English Phonology* (pg 91-116) eds. Ulrike Gut, Robert Fuchs, Eva-Maria Wunder. Berlin: De Gruyter Mouton, 2015 ISBN 978-3-11-034592-6

#### **Dr. Salivendra Jaya Raju**

2. 'English Suprasegmentals: Syllable, Word-Stress, Rhythm, and Intonation', *MaRRS*: India. ISBN: 9789384167929, 2016
3. 'Developing Communication Skills', EFLU for CITD, Hyderabad, India, 2016

#### **Dr. Dominic Savio**

4. 'General American English Pronunciation', Royal Olive: India. ISBN: 9788192216430, 2015
5. 'Essential Functions of English', Royal Olive: India. ISBN: 9788192216461, 2015
6. 'English Pronunciation: Exercises, Language lab Lessons', Royal Olive: India. ISBN: 978819221648, 2015
7. 'Null Subjects and Null Objects in Tamil and English' Royal Olive: India. ISBN: 9788192216478, 2015
8. 'Compendium of Research Articles', Royal Olive: India. ISBN: 9788192216437, 2015

#### **Dr. Rahul Balusu**

9. 'Perspectives on Syntax and Syntactic acquisition: Essays in honor of R. Amritavalli.' Book, co-edited with Gautam Sengupta, Shruti Sircar, and, Gayathri Raman Springer International (in press 2016) (chapter in a book)
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**

12. Kishore Kumar, Revathi. 2015. 'Writing - 2. Student Activity Book. English Communication Course'. National University Students' Skill Development Programme. Mumbai: Tata Institute of Social Sciences.

13. Kishore Kumar, Revathi. 2015. 'Writing - 2. Teacher's Handbook. English Communication Course'. National University Students' Skill Development Programme. Mumbai: Tata Institute of Social Sciences

**Prof. M E Veda Sharan**

14. 'The Poems that Marched Away: Poetry of World War I and Yeats's *Oxford Book of Modern Verse* (1936)' in Sanjay Kumar (ed) *World War I Revisited: Perspectives and Resonances* (2016)

**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**

16. *Diversity: Tales for the Multilingual Classroom*. (With Subhasis Nanda). Delhi: Authors Press, 2016 ISBN 978-93-5207-189-0
17. *Folktales from around the World*. Ed. S. Mohanraj & Anand Mahanand. Delhi: Authors Press, 2016. ISBN: 978-93-5207-229-3
18. *Tales of Wisdom: Folktales Retold*. Eds. S. Mohanraj & Anand Mahanand. Delhi: Viva books, 2016. ISBN: 978-93-5207-378-8

**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**

21. 'Let Us Hear Them Speak : Developing Listening and Speaking Skills' July 2015. Sage Publications. New Delhi. ISBN 978-93-515-0246-3.
22. 'Yagnaseni'(Telugu) Aug 2015. Prism Books. Bengaluru. ISBN 81-7286-916-9.
23. Chapters in a Book: (Two Chapters) B.Ed. Pedagogy of English. Telugu Akademi, Hyderabad, 2016. ISBN 818180326-4. 2016.

**Ms. Madhumeeta Sinha**

24. “Wayward Women, Wicked Singing” Saugata Bhaduri & Indrani Mukherjee (eds) *Transcultural Negotiations of Gender: Studies in Belonging*. New Delhi: Springer, 2015. ISBN 978 81 322 2436 5.

**Prof. Sivakoti Nageswararao**

25. ‘Infrastructure and Academic Achievement of Secondary School Students’, 2016, Sarup Book Publishers (P) Ltd. 4740/23, Ansari Road, Darya Ganj, New Delhi – 110002. ISBN – 978-93-5208-036-6

**Prof. T. Samson**

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

**Dr. Aparna B. Lanjewar**

27. ‘Dalit Women Autobiographies: A Critical Appraisal’ ND: ISBN – 78 – 935 – 128 – 2006, Kalpaz Publication, 2016

28. ‘Dalit Men’s Autobiographies: A Critical Appraisal ND’: Kalpaz Publication, ISBN 978935-1282402

**Dr. Amith Kumar**

29. ‘Bakhtin and Translation Studies: Theoretical Extensions and Connotations’ [ISBN-13: 978-1-4438-71884]: Cambridge Scholars Publishing: UK, Feb 2015

30. ‘Tracing the Tumultuous Trajectory of the Flying Lizard’: Narrating the Episteme of Extinction in Tejaswi’s *Carvalho*. *A Critical Companion to Poornachandra Tejaswi*. Ed: Basavaraj Donur. Kalyani Publishers Gulbarga. [to be published in November 2016] (chapter in a book)

**Dr. Sherin B.S**

31. ‘Mahlaqa Bai Chanda’ in the book *Towards a World of Equals* published by The Jawaharlal Nehru Technological University (JNTU) and The Commissionerate of Collegiate Education, Government of Telangana, 2015. (chapter in a book)

**Dr. Jibu Mathew George**

32. ‘*Ulysses Quotidiānus: James Joyce’s Inverse Histories of the Everyday*’ Foreword by Anne Fogarty. Preface by Matthew Creasy. Introduction by Geert Lernout. New Castle upon Tyne: Cambridge Scholars, 2016.

33. ‘Multiple Temporalities: The Aesthetics and Politics of Time in Arundhati Roy’s *The God of Small Things*.’ *Postcolonial Indian English Fiction*. Ed. M. Rajagopalachary and K. Damodar Rao. New Delhi: Rawat, 2016. 175-184.

34. 'Children: James Joyce's Avant-Garde Concern.' *Approaches to Childhood*. Ed. Rahul Kamble and Oindri Roy. New Delhi: Author Press, 2015. 147-176.
35. 'Stories of Adults Told through Children: The Case of Arundhati Roy's *The God of Small Things*.' *Postcoloniality in Transition: Cosmopolitanism, Transnationalism, and Globalization*. Ed. N. Ramadevi. New Castle upon Tyne: Cambridge Scholars. In Press

**Dr. Rahul Kamble**

36. **Co-Edited an Anthology of Essays** *Approaches to Childhood: Issues and concerns in Creative Representations* in November 2015 Published by Authors Press New Delhi (ISBN 978-93-5207-180-7)
37. Published a chapter "The Economy of Child Abuse in Mira Nair's Film *Salaam Bombay!*" in *Approaches to Childhood: Issues and concerns in Creative Representations* in November 2015 Published by Authors Press New Delhi (ISBN 978-93-5207-180-7) pp93-105
38. Published a chapter "Reproducing the Emotions in Children's Texts: Emoting the Personal and Attending the Historical in Marjane Satrapi's Graphic Novel *Persepolis: The Story of a Childhood*" in *Approaches to Childhood: Issues and concerns in Creative Representations* in November 2015 Published by Authors Press New Delhi (ISBN 978-93-5207-180-7) pp178-197.
39. Published a chapter "African Americans and World War I: Stories of Hope, Disillusionment, and Madness" in *World War I Visited: Perspective and Resonances*. Ed Sanjay Kumar. EFLU Press: Hyderabad, 2016. pp 47-58. Print.

**Dr. Tharakeshwar V.B.**

40. Translation of a short story titled "Ownership Rights" published in *Aniketana: A Quarterly Journal of Kannada Language and Literature*, Jan 2011-Dec 2011 (published in 2015) (pp. 11-20)
41. Translation of Foreign Literature into Kannada- English Plays (a Translation historiographical essay in Kannada) in *Anuvada Sahitya (Translated Literature)* ed. Mohana Kuntar, Bangalore: Kannada Sahitya Parishat, p.448-481. ISBN No. 9789382446989
42. "Samakaalina Sandharbhadalli Jeevana Preetiya Dhyotaka: Albert Camuvina Prabandhagalu" in *Albert Camus: Remembering at Hundread*, ed. by Narayana Swamy K. and Govardhan Navilehal, Davanagere: Shyam Prakashana. P62-69.

**Prof. M. Madhava Prasad**

43. 'Cultural Studies in India: Reasons and a History,' in Tejaswini Niranjana and Wang Xiaoming Eds. *Genealogies of the Asian Present: Situating Inter-Asia Cultural Studies*. Hyderabad: Orient Blackswan, 2015. 153-170.

**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

Mukherjee (in the series titled Heidelberg Studies on Asia and Europe in a Global Context) Berlin/New Delhi: Springer (August 2015). ISBN 978-81-322-2436-5 (chapter in a book)

**Dr. Uma Bhrugubanda**

45. (co-authored), *Towards a World of Equals: A Bilingual Textbook on Gender*. Hyderabad: Telugu Akademi, 2015.
46. (co-authored), *Towards a World of Equals: Notes for Teachers*. Hyderabad, Anveshi, 2015.
47. (co-edited), *Vegetarians Only: Stories of Telugu Muslims*. New Delhi: Orient Blackswan, 2016.

**Dr. G. Naga Mallika**

48. 'Bridging the medical divide: Communication as a metaphor in HIV cases'. In Health and the Media. (Eds) Valentina Marinescu and Bianca Mitu. p: 96-118. North Carolina, USA. McFarland and Company, Inc., Publishers. (chapter in a book)

**Dr. Sujatha Mukiri**

49. 'Writing for Newspapers' Hyderabad: Maruthi Publications, 2015.(ISBN No:978-81-90705-27)

**Dr. Nikhila**

120. 'Cover Innocent Eyes and Ears: Infantilizing the Audience in Censorship Demands' in *Stifled Voices* (Perspectives on Suppressed Expressions) Ed. Saraswathi K.B., Vishakapatnam: Roshan Publication, 2016 ISBN 978-81-931489-8-3 (pp. 141-153)
121. 'Marking out the South in/of Hindi Cinema": an approach via remakes', in *Salaam Bollywood: Representations and Interpretations*, Ed. Vikrant Kishore, Amit Sarwal and Parichay Patra, London and New York: Routledge, 2016 (pp. 219-240)
122. 'Feminist Theory and Criticism' in Discourses on Feminism, Ed. Dr. D.T. Angadi and Cecilia S. D'Cruz, Kalaburgi: Kalyan Literary Publishers, 2016 (pp. 87-96) ISBN:978-93-5258-817-6
123. Translation of a short story titled "Kakara's Ugadi" published in *Aniketana: A Quarterly Journal of Kannada Language and Literature*, Jan 2011-Dec 2011 (published in 2015) (pp. 69-84)
124. Translation of a short story titled "A story in this way" published in *Aniketana: A Quarterly Journal of Kannada Language and Literature*, Jan 2012-Dec 2012 (published in 2016) (141-149)

**Dr. Hrishikesh Ingle**

125. 'Regionalist Disjuncture in Bollywood: Dabangg and the Consumerist Cinema' *Salaam Bollywood: Representations and Interpretations* (pp. 161-181): Routledge.

**Dr. Venkatesh Vaditya**

126. 'Globalised Rights and Localized Violations: The Case of Palamur Labour in Telangana', in **Yagati Chinna Rao & Sudhakara Karakoti (Eds)***Dimensions of Social Exclusion: Caste,*

*Class and Gender*, New Delhi, Meena Book Publications, (2015) (ISBN: 978-81-93035-55-9)

**Dr. Mahmood Alam (Persian)**

127. 'Mujassema' collection of five short stories of Sadeq Hedayat (translation from Persian into Urdu)', Arshia Publication, New Delhi, 2015. (ISBN 93-83322-93-4)
128. '*Indo-Iran Relations (a focus on Deccani Literature)*', Edited (2016) with an introduction on collection of Urdu and English articles presented in the International Conference on Indo Iran Cultural Relations: A Focus on Sadeq Hedayat and India 17-19<sup>th</sup> February 2013, at the English and Foreign Languages University, Hyderabad. (ISBN 978-81-92671-3-7)

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

129. 'Relevance of *Yojijyukugo* in Japanese History Class Rooms, World war I Revisited: Perspectives and Resonances Collected Essays.' 2016. ISBN: 978-93-80425-05-4

**Dr. Satyabhan Singh Rajput**

130. (2 chapters in) 'Tvorcheskaia lichnost' Valentina Rasputina, (Collection of scientific papers). Irina I. Plekhanova(Ed.). Irkutsk State University, Irkutsk, Russia, 2015. - 503 pp. Pages 117-119 & 322-330. ISBN 978-5-9624-1276-4

**Prof. Ram Das Akella**

131. Co-edited [along with V. Prakasam and J. V. Sastry] the book *Indian Linguistic Studies (Collected Papers of Prof. H. S. Ananthanarayana)*, Central Institute of Indian Languages, Mysuru, April 2016, xx + 465 pp.

**Prof. Meenakshi Reddy**

132. 'Valmiki Ramayana' TLP Publishers, Hyderabad 2015, ISBN : 9788192771595

**Dr. Mathew John K**

133. 'Textual Resonances around the German Sonderweg before and after World War I: A Retrospective on the Question of War Guilt.' Kumar, Sanjay (Ed.). *World War I Revisited: Perspectives and Resonances*. EFL University 2016. ISBN 978-93-80425-05-4 pp. 59-70

**Mr. Sanjay Kumar**

134. 'World War I Revisited: Perspectives and Resonances', EFL University, Hyderabad, 2016. ISBN: 978-93-80425-05-4
135. 'Shikaree ka Harpoon' translation of a French novel *Le harpoon du chasseur*, Mumbai, Mumbai University Press, 2016. ISBN: 978-2-923385-21-1
136. *Réflexions*, EFL University, Hyderabad, 2016.(editor of this journal of French and Francophone Studies) ISSN: 2320-0677
137. *Esthétique de la folie chez Cendrars*, Langers, Delhi, 2015. ISBN : 978-93-85478-05-5

138. Space and Ideology in *The Old Goriot* of Balzac”, in Sushant Mishra & Awadesh Kumar Mishra, Lakshi Publishers, Delhi, 2016. ISBN: 978-93-82120-71-1 (chapter in a book)

**Ms. Uma Damodar Sridhar**

139. *Butterfly Caresses*, co-translator of poems by Jameela Nishat from *Dakhni* to English, Partridge Publications, 2015. ISBN: 978-1-4828-5102-1.

**Prof. Tapas S. Ray**

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

**Prof. Surabhi Bharati**

141. Echoes: A Course in Listening and Speaking. Class 9. OUP ISBN 13:978-0-9945537-9, ISBN 10:0-19-945537-6, 2015  
142. Echoes: A Course in Listening and Speaking. Class 10. OUP ISBN- 13:978-0-19-945538-6 , ISBN-10:0-19-945538-4, 2015  
143. Hindi Translation of ‘Essential Grammar in Use’ by R Murphy, CUP ISBN 978-1-107-52552-8, 2015

**Dr. Anish Koshy**

144. Review of *Understanding and Measuring Morphological Complexity*, edited by Matthew Baerman, Dunstan Brown, and Greville G. Corbett, Oxford: Oxford University Press, 2015, LINGUIST List: Vol-27-2749. ISSN: 1069-4875. 2015  
145. Review of *The Social Origins of Language, Oxford Studies in the Evolution of Language 19*, edited by Daniel Dor, Chris Knight, and, Jerome Lewis, Oxford: Oxford University Press, 2014, LINGUIST list: Vol-26-3078. ISSN: 1069-4875. 2015

**Dr. Asma Rasheed**

146. “Introduction,” *The Fire Within: Remembering Rehana Sultana*. Hyderabad: CLMC, 2015.

**Dr.K. Lavanya**

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.
152. 'Nature, Poetics and Pedagogy: A Study of Rabindranath Tagore's Writings'. *ELTIF*.ISSN  
223—7710.February 2016. ISSN 223—7710.

**Dr. Revathi Srinivas**

153. Sharan Veda and Srinivas Revathi. 2016. 'The Poems that marched away: Poetry of World War I and Yeat's Oxford Book of Modern Verse (1936)' in Sanjay Kumar (Ed) World War I Revisited: Perspectives and Resonances. Hyderabad: EFL University Press . (P 9-24). ISBN: 978-93-80425-05.
154. Revathi Srinivas. 2015. 'Vignettes of teacher beliefs in Alternative Education: A study of the Rajiv Vidya Mission in ELT'. *Languaging: A Journal of Language Teaching and Language Studies*. Vol 6. ISSN 2229 - 323X, (pp 21-32).

**Prof. Jayashree Mohanraj**

155. 'Benchmarks for Excellence in Teaching and Evaluation': Keynote address in the Conference Proceedings of the IQAC Thiagarajar College, Madurai Tamil Nadu.ISBN: 978-93-83209-04-0.

**Ms. Madhumeeta Sinha**

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## 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.

1.	<b>Literature Online (Pro-Quest):</b> Access to over 3,50,000 + works on Poetry, Prose, Drama, Fiction and Criticism from 8 <sup>th</sup> Century to 21 <sup>st</sup> Century & <b>MLA International bibliography:</b> 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.	
2.	Academic Complete and Subject Subscriptions (Pro-Quest): Access to over 1 lakh + e-books covering Philosophy, Social Sciences, Humanities, Language, Literature etc.	
3.	<b>Humanities Source (EBSCO):</b> Full text for more than 1,500 Journals, Indexing for more than 3.2 million Articles.	
4.	<b>CAIRN.INFO (French)</b>	Journals- bouquet humanities
		Journals-bouquet sciences de l'éducation
		Magazines-bouquet general
5.	<b>Ethnologue:</b> Languages of the World: World's comprehensive reference work cataloguing all the world's known living languages ( <b>e-book</b> )	
6.	<b>Al-Manhal:</b> Islamic Studies and Language and Literature (e-books and e-journals) Educational Science ( <b>e-book</b> )	

### 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](http://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](http://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 programmes 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 bench marks 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 bench marks 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 lacs in the previous plan period and had a number of proposals for expansion, but the UGC sanctioned only Rs.67 lacs, 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.