

Internal Quality Assurance Report (IQAC)

Annual Quality Assurance Report

(for the period June 2016 - July 2017)

of

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD**



Submitted to:



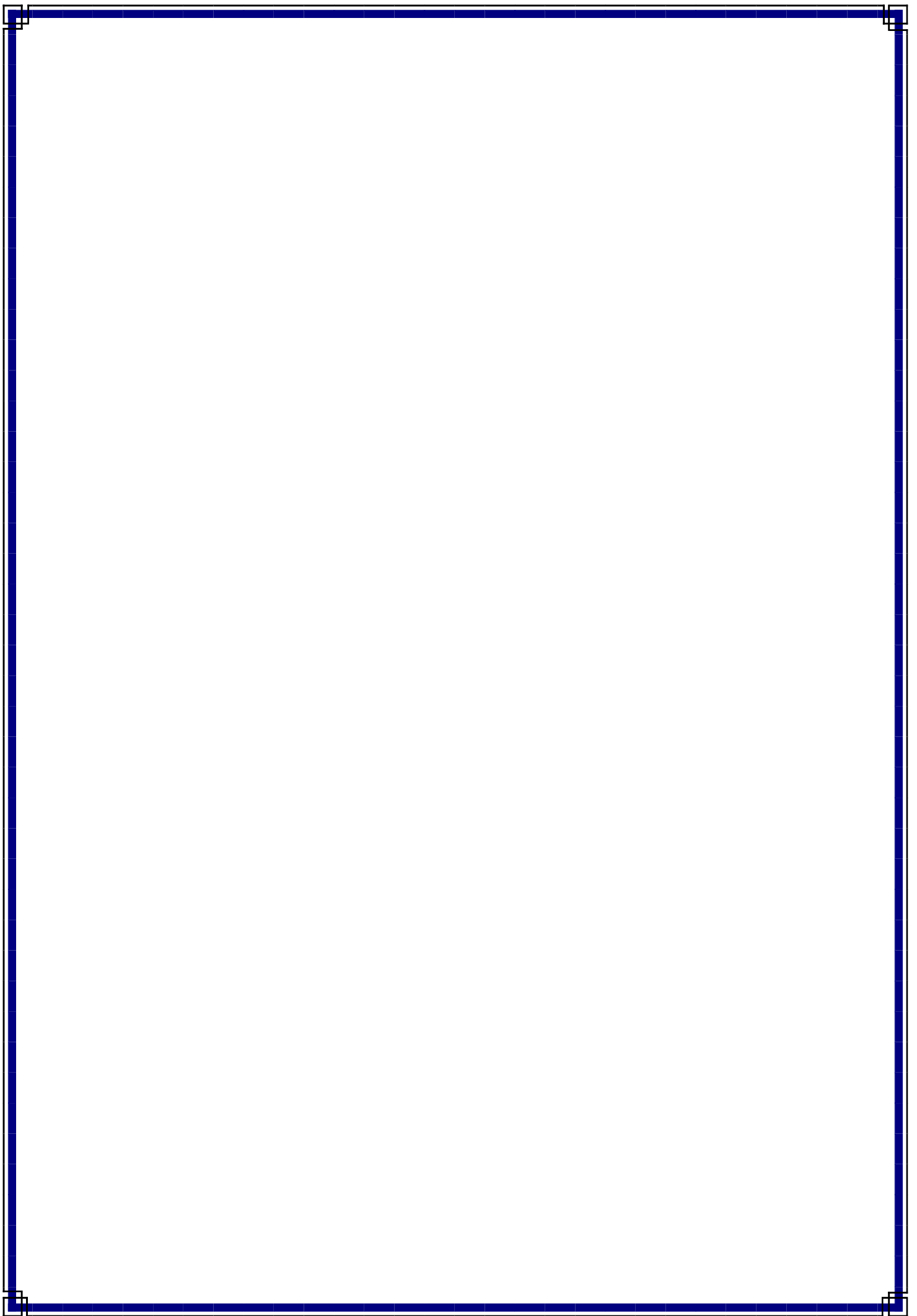
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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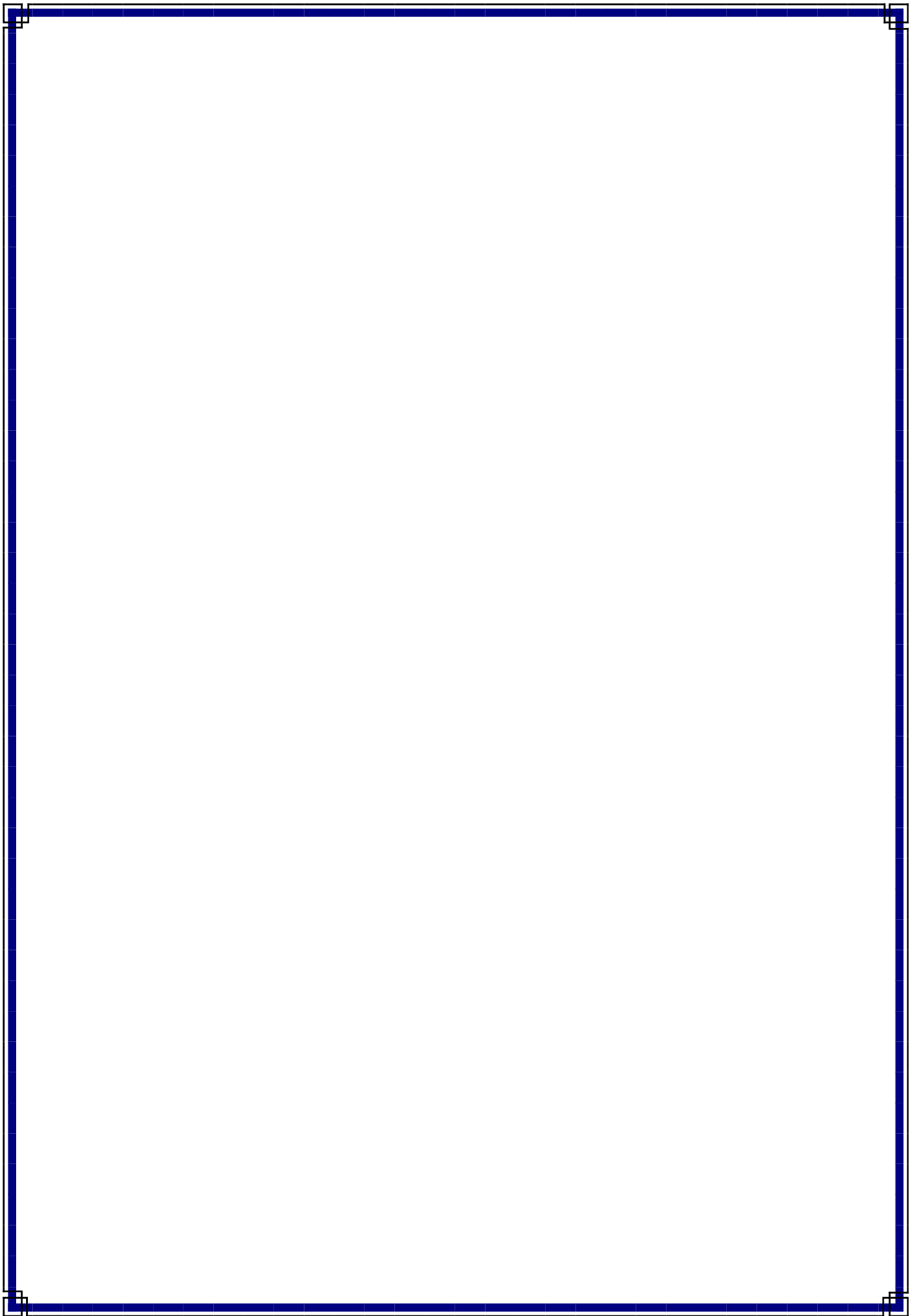
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

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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)

2016-17

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:	director.iqac@efluniversity.ac.in

1.3 NAAC Track ID
(For ex. MHCOCN 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/2016-17.doc

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

1.6 Accreditation Details

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

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

31/01/2014

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

- i. AQAR 2012-13 (01/12/2015)
- ii. AQAR 2013-14 (01/12/2015)
- iii. AQAR 2014-15 (01/12/2015)
- iv. AQAR 2015-16 (/04/2018)

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)

TE

I (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
- 2.4 No. of Management representatives
- 2.5 No. of Alumni
- 2.6 No. of any other stakeholder and community representatives
- 2.7 No. of Employers/ Industrialists
- 2.8 No. of other External Experts
- 2.9 Total No. of members
- 2.10 No. of IQAC meetings held
- 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
- 2.14 Significant Activities and contributions made by IQAC
- 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	12	Nil	Nil	Nil
PG	12	11	Nil	Nil	Nil
UG	09	07	Nil	Nil	01 (B.Ed)
PG Diploma	01	01	Nil	Nil	01(PGDTE)
Advanced Diploma	09	03	Nil	Nil	Nil
Diploma	09	10	Nil	Nil	Nil
Certificate	10	08	Nil	Nil	Nil
Others (Distance Mode: MA English, PGDTE, PGCTE)	03	03	Nil	Nil	Nil
Total	68	55	-	-	2

Interdisciplinary	02	Nil	Nil	02
Innovative	02	Nil	Nil	02

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

(ii) Pattern of programmes:

<u>S A M E</u>	Pattern		Number of programmes
	Semester	65	(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)

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

- Bracketed degrees were discontinued.
- The revised B.A. Honours Syllabus for English and foreign languages (Arabic, French, German, Japanese, Russian, and Spanish) as per the UGC Regulations of CBCS was implemented.
- The revised M.A. Syllabus for English, Hindi and foreign languages (Arabic, French, German, Russian, and Spanish) as per the UGC Regulations of CBCS was implemented (See Post-Graduate Handbook).
- Ancillary Courses were introduced in the B.A. Honours English Programme in 2017.
- The following specialized M.A. Programmes were introduced in 2017:
 - M.A. Literatures in English
 - M.A. Comparative Literature
 - M.A. English Language Teaching
 - M.A. Linguistics
- Ph.D. Entrance Tests were made fully / partially online in 2017.
- Online students' feedback mechanism was introduced

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
	198	116	25	57	NIL

2.2 No. of permanent faculty with Ph.D. 137

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
22	09	06	17	03	12	Nil	Nil	31	38

2.4 No. of Guest and Visiting faculty and Temporary faculty

Guest	Visiting	Temporary
12	01	Nil

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	110	92	Nil
Presented papers	90	157	Nil
Resource Persons	30	75	Nil

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 171

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.

- In compliance with the directions of the UGC, the entrance examinations for admission to undergraduate, post graduate programmes were made online for 2016. Steps are being taken to make entrance examination online for all research programmes too.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop 56

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	06	0	67	33	0	100
BA English	74	10.92	55.81	22.41	0	89.15
BA BCJ	2	50	50	-	-	100
BA French	07	28.5	42.8	-	28.5	99.8
BA German	11	-	45	18	-	63
BA Russian	04	-	25	50	-	75
BA Spanish	19	21	15.78	47.36	10.52	94.66
MA MCJ	21	0	64.25	21.44	-	85.69
MA English	96	13.30	53.94	32.23	-	99.48
MA English Lit.	10	-	50	50	-	100
MA Linguistics	3	-	-	100	-	100
MA Arabic	11	-	54	36	-	90
MA French	13	15.3	30.61	7.61	30.6	84.12
MA Spanish	1	-	-	-	-	0
PGDTE	24	4.16	54.16	25	-	83.32
B.Ed. (English)	35	5.7	45.7	45.7	2.9	100

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	17
UGC – Faculty Improvement Programme	Nil
HRD programmes	Nil
Orientation programmes	18
Faculty exchange programme	02
Staff training conducted by the university	01
Staff training conducted by other institutions	02
Summer / Winter schools, Workshops, etc.	62
Others	08

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	212	234	08	Nil
Technical Staff	28	28	02	Nil

Criterion – III

3. Research, Consultancy and Extension

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

- | |
|--|
| 1. Creation of Research Directory for each School |
| 2. Identification of Research Clusters |
| 3. Creation of University Research Initiative Group (URIG) |

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	03	04	04	04
Outlay in Rs. Lakhs	68.04	41.94	42	-

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

3.4 Details on research publications

	International	National	Others
Peer Review Journals	83	119	03
Non-Peer Review Journals	-	-	-
e-Journals	07	Nil	Nil
Conference proceedings	-	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	Dr. Venkatesh Vaditya	ICSSR Major Research Project	Right to Development and Scheduled Tribe Sub-plan: The case of Telangana	02/320/ST/2015-16/RPR	12-02-2016	1000000.00	1000000.00
2	Dr. Raju Nayak	Raman fellowship- Post Doctoral Research in USA	Department of Indian World Literature	No.5.54/2016 (IC)	27-06-2016	2513752.00	2513752.00
3	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/2016/95	11-04-2016	691250.00	680302.00
Total Rs.						4205002.00	4194054.00

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	2	4	NIL	3	
Sponsoring agencies	EFLU	EFLU, TISS		EFLU	

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

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From Funding agency From Management of University/College

Total

3.16 No. of patents received this 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
03	Nil	03	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 Project Fellows Any other

3.21 No. of students Participated in NSS events: Nil

University level State level
National level International level

3.22 No. of students participated in NCC events: Nil

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

- International Yoga Day was organized on 21st June 2017
- National Handloom day Exhibition and awareness campaign, Debate programme was organized on 4th August 2017. On the topic was 'Supporting Handloom and Traditional Industries: Transformative Practice for our Non-Western Modernity?'
- Celebrations of 75 Years Quit India Movement programme was organized on 22 August 2017
- Sankalp se siddi (Rock Concert) Programme, was organized on 4th September 2017
- Paryatan parv, a local tour to make the students aware of the historical places in Hyderabad. (under Ek Bharath Shreshta Bharath Programme) was organized on 15th October 2017.

- Fashion Show competitions for students to showcase the different attires of India (under Ek Bharath Shreshta Bharath Programme), was organized on 17th October 2017
- Poster and power point presentation competition on the different cultures of India (under Ek Bharath Shreshta Bharath Programme) was organized 27th October 2017
- MANAM Programme (Mental Health Awareness Programme), was organized on 2nd November 2017
- Educational Tour to partnering states (under Ek Bharath Shreshta Bharath Programme) was organized 6th December 2017-to 2nd January 2018

Apart from these, 3 sports events and 1 cultural event was organized.

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	02	-		02
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	-	-	-	-s

4.2 Computerization of administration and library

The EFL University has digitized and made online the following processes:

Leave records, students' enrolment, students' life cycle, online entrance test, digitization of theses.

Employees Service Records will be digitized soon.

The University has signed an MoU with NAD for digitization of certificates.

All transactions are cashless. PFMS is implemented, MHRD GGV Wi-Fi based internet facilities are extended all over the campus.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books & Reference Books	171523		5125		176648	
e-Books	124		0		124	
Journals	50		Nil		Nil	
e-Journals	70		Nil		Nil	
Digital Database	07		Nil		07	
CD & Video	1275		Nil		1275	
Others (specify)	-	-	-	-	-	-

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	570	3	1 GB NKN	2	1	-	-	-
Added	10	-	MHRD Wifi 3000 users	-	-	-	-	-

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

MHRD WiFi provided for 3000 users.

4.6 Amount spent on maintenance in lakhs :

i) ICT	36.91
ii) Campus Infrastructure and facilities	206.92
iii) Equipments	1.40
iv) Others	27.16
Total :	272.39

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 (on rolls in 2017)

UG	PG	Ph.D.	Others
444	383	449	291

(b) No. of students outside the state

727

(c) No. of international students

23

No	%
251	44

Men (2016-17)

No	%
319	56

Women (2016-17)

Last Year				This Year			
General	SC, ST & OBC	Physically Challenged	Total	General	SC,ST & OBC	Physically Challenged	Total
453	483	7	943	453	489	10	952

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 2016-17 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	03	10	04	-	04	01	01	02	01	-	01	0	0	0	13	04	17

No. of students beneficiaries

17

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 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 2 workshops on career counselling. 86 students found placement in campus selections.

No. of students benefitted

86

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
33	150	127	NIL

5.8 Details of gender sensitization programmes

- *Photography Competition on 7 April, 2016:* Sensitization, Prevention, and Redressal of Sexual Harassment (SPARSH) organized a Photography Competition and Exhibition on 7 April, 2016 (A3 size, on any theme with a caption of 8 words maximum).
- *Orientation cum Interactive Sessions:* Sensitization and awareness raising workshops were conducted in five sessions from 16 & 19 September 2016. 48 security personnel, 100 contractual workers on campus, 13 permanent non-teaching staff, in all 84 students from BA (FL), MA (FL), PhD (FL), BA (Eng), MA (Eng), MA(JMC), MA (Hindi), B Ed, PGDTE and PhD attended the sessions.

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 in Rs.
Financial support from institution	13	11,08,260
Financial support from government	146	1,75,34,605
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:

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, cotuelles, faculty and student mobility, and a choice-based credit system; to strengthen and promote research in interdisciplinary areas; to create a team of dedicated research-focused faculty, and give them the opportunities and responsibility for initiatives, and reward them for notable effort and results.

6.2 Does the Institution has a management Information System

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

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

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

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

6.3.1 Curriculum Development

Revision of course materials and course structures by Boards of Study

6.3.2 Teaching and Learning

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

6.3.3 Examination and Evaluation

Revision of examination grading system in 2014

6.3.4 Research and Development

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

6.3.5 Library, ICT and physical infrastructure / instrumentation

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

6.3.6 Human Resource Management

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

6.3.7 Faculty and Staff recruitment

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

6.3.8 Industry Interaction / Collaboration

Not applicable as this is a humanities university

6.3.9 Admission of Students

Admissions made online to ensure transparency.
Monitoring of intake quality. (See Annexure E for Admissions)

6.4 Welfare schemes for

Teaching	-
Non teaching	Rs. 6,00,00.00
Students	Rs. 1,50,991.00

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done Yes No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	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.
- In compliance with the directions of the UGC, the entrance examinations for admission to undergraduate, post graduate programmes were made online for 2016. Steps are being taken to make entrance examination online for all research programmes too.

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

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

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. The School of English Language Education offers courses in new areas like design, use of technology, visual literacy, game theory, to challenge students to ideate and innovate.
2. Teaching practices that involve the use of ICT currently pursued in the university are being documented. Teacher inputs and student perceptions are being taken into consideration. The output of this activity, a 'Best Technology Practice Manual' will be readied for sharing on the University of Hyderabad website, as per a recommendation for Central Universities made in the Vice Chancellors' Conference in 2014.
3. Research in the following new areas has been undertaken in the last few years:
School of Language Sciences: Forensic Linguistics: voice identification, forensic phonetics, native language analysis, speech veracity analysis, etc.; Research in cognitive science has been undertaken to facilitate a better understanding of Indian languages and help explore solutions for cognitive disorders by identifying/ formulating better intervention technologies and rehabilitation programmes.
School of Literary Studies: Digital Humanities. The goals of Critical Humanities Project are to focus on the least represented and fast receding oral, narrative and visual-performative mnemocultures of the marginalized communities in the Indian context and develop mnemocultural researches and teaching.
4. The University has established an Innovation Club, the functions of which will be: to develop tailor-made training programmes for development of language skills in students from rural areas; to support English teaching in schools in the rural sector through the active participation and involvement of our research 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.
5. Dissemination initiatives: Research Directory will list research and projects in new areas of knowledge in the University. This Directory will also feature staff, departments, and students that collectively make up research in EFLU. Such a directory will not just record and document knowledge creation in our University, but also facilitate search and collaboration, and ensure dissemination of research output.
Distinguished Lecture Series aimed at inviting outstanding scholars, writers, scientists and achievers to nurture a vibrant intellectual ambience on the campus. The first lecture in this series was delivered by Prof. S.N. Balagangadhara.
Archive of eminent lectures: lectures on landmark topics related to language, literatures and linguistics will be curated and archived in video format, and the archive maintained as a special resource collection.

6. In 2013 the University decided to introduce OMR evaluation of entrance test answer scripts, to ensure timely announcement of results and eliminate human error. Entrance test questions for undergraduate and MA programmes are in multiple-choice format, and the entire answer script is evaluated by OMR. For research programmes, where writing skills also need to be assessed, a part of the question paper is in multiple-choice format, which is evaluated by OMR.

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

- Revision of grading system
- Digitization of records

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

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

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

(See Annexure F)

7.4 Contribution to environmental awareness / protection

- Use of solar power instead of generators during power outages
- Rain water harvesting
- Plantation scheme adopted in Shillong campus
- Green park created in Hyderabad campus

7.5 Whether environmental audit was conducted? Yes 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

Annexure A: Academic Calender for 2016-2017

REGISTRATION: SEMESTER I

Date	Activity
2-Aug-2016	Induction programme, counselling
3-Aug 2016	Technical presentation
3-5 Aug 2016	Registration for MA courses
4 August 2016	Commencement of classes for undergraduate courses and PGDTE
5 Aug 2016	Commencement of MA Eng. classes
11 Aug 2016	Last date for add/drop option
12 Aug 2016	Final registration

TEACHING SCHEDULE

INTERNAL ASSESSMENT AND EXAMINATION: SEMESTER I

Date	Activity
29-Aug-2016- 2 Sept 2016	Test/Assignment I
26-Sept 2016- 30 Sept 2016	Test /Assignment II
24 Oct-28 Oct 2016	Test /Assignment III
15 Nov 2016	Last day of teaching
15 Nov 2016	Attendance to be marked till
16 Nov 2016	Attendance and Internal grades to be submitted to the Coe's Office
17 Nov 2016	No dues certificates to be submitted to the CoE's Office
21 and 22 Nov 2016	Admit Passes will be issued on
23-30 Nov 2016	Examination scheduled from
5 Dec 2016	Handover of award sheet to CoE's Office by
19 Dec 2016	Declaration of I/III/V Semester-End Examination Results (online)
4 Jan 2017	Last date for submission of applications for supplementary examinations

REGISTRATION: SEMESTER II

Date	Activity
3 Jan 2016	Commencement of classes for undergraduate courses and PGDTE
3-4 Jan 2017	Registration for courses (M.A Eng)
5 Jan 2017	Commencement of classes for M.A programme
11 Jan 2017	Last date for add/drop option and Final registration

INTERNAL ASSESSMENT AND EXAMINATION: SEMESTER II

Date	Activity
26 Jan-31 Jan 2017	Test/Assignment I
23 Feb-28 Feb 2017	Test /Assignment II
28 Mar- 31 Mar 2017	Test /Assignment III
14 Apr 2017	Last day of teaching
14 Apr 2017	Attendance to be marked till
18 Apr 2017	Attendance and Internal grades to be submitted to the Coe's Office
18 Apr 2017	No dues certificates to be submitted to the CoE's Office
20 Apr 21 Apr 2017	Admit Passes will be issued on
24-28 Apr 2017	Examination scheduled from
3 May 2017	Handover of award sheet to CoE's Office by
19 May 2017	Declaration of II/IV/VI Semester-End Examination Results (online)
3 June 2017	Last date for submission of applications for supplementary examinations

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

SHRUTI SIRCAR

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2. "Spelling Development in Akshara Orthographies: Psycholinguistic Underpinnings in Bangla," Handbook of Literacy in Akshara Languages, Malatesha Joshi and Jim Cairns (eds.) (forthcoming 2017)

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3. Phonological strength relations and segmental speech sounds with reference to some selected Indian Languages, Lincom Europa, Germany, 2017. ISBN: 9783862887262
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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 20 Newspapers and 29 Magazines during the year 2016 – 2017. Under Shodh Sindu project, our university has been provided access to 9 databases like JSTOR, Project Muse, and Springer/Kluwer.

The Library has subscribed to the following 6 databases.

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

DIGITIZATION OF 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.epluniversity.ac.in Library.

Annexure E: Admissions

In the academic year 2016-17, the Hyderabad campus admitted 220 students to its undergraduate programmes in English and Foreign Languages, 98 Students in the MA English Programme, 15 Students in MA JMC, 5 students in MA CL, 34 Students in MA Foreign Languages, 5 Students in MA Hindi and 26 Students in 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 is 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 disabled 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.