



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
• Name of the Head of the institution	Prof. E. Suresh Kumar
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no	04027098141
• Mobile No:	8500049999
• Registered e-mail ID (Principal)	vc@efluniversity.ac.in
• Alternate Email ID	director.iqac@efluniversity.ac.in
• Address	Near Tarnaka
• City/Town	Hyderabad-500007
• State/UT	Telangana
• Pin Code	500007
2.Institutional status	
• University:	Central
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Centrally funded				
• Name of the IQAC Co-ordinator/Director	Prof. Revathi Srinivas				
• Phone no. (IQAC)	04027689605				
• Mobile (IQAC)	9492781916				
• IQAC e-mail address	director.iqac@efluniversity.ac.in				
• Alternate e-mail address (IQAC)	revathi@efluniversity.ac.in				
3.Website address	www.efluniversity.ac.in				
4.Website address (Web link of the AQAR (Previous Academic Year)	www.efluniversity.ac.in				
5.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	yes				
6.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A	3.26	2016	25/05/2016	24/05/2021
7.Date of Establishment of IQAC			31/01/2014		
8.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
EFL University	Graded Autonomy	University Grants Commission	Nil	0	
9.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

10.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
11.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
12.Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>Conduct of workshops and expert talks 1.on the National Education Policy 2020 2. on assessment and accreditation process 3. Systematic collection and sharing of student feedback with teachers 4. Conduct of interviews for promotion under the Career Advancement Scheme (CAS) in an expeditious and transparent manner</p>		
13.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		
Plan of Action	Achievements/Outcomes	
Enhance research output of the University	Setting up of the Research Acceleration Centre and launch of seven clusters	
14.Whether the AQAR was placed before statutory body?	Yes	
<ul style="list-style-type: none"> Name of the statutory body 		
Name	Date of meeting(s)	
Executive Council of the EFL University	23/03/2023	

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No
16. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-22	03/03/2023
17. Multidisciplinary / interdisciplinary	
<p>The EFLU specializes in the study of humanities, with a focus on teaching and researching languages, literatures, and cultures in the main. Following the UGC's Curriculum and Credit Framework for Undergraduate Programmes, dated 07 December 2022, the University has committed itself to offer UG Programmes with a Single Major. However, to broaden the intellectual horizon of the students, and increase their prospects of employment, the University has revised the curricula of all undergraduate programmes to include three introductory level courses which thus far have not been a part of the domain of study of the students. Further, students are being encouraged to pursue these courses through the SWAYAM platform.</p>	
18. Academic bank of credits (ABC):	
<p>The University has been onboarded by the Academic Bank of Credits. So far 3787 awards i.e., certificates and mark-sheets have been uploaded. Data pertaining to 854 students have been submitted to the portal and 836 students have been issued ABC IDs. The University is working with the concerned institutions and agencies to ensure that all the students are registered with the ABC. Links to the ABC portal have been provided on the University website and a Circular has been issued directing students to register with the ABC.</p>	
19. Skill development:	
<p>Following the UGC's Curriculum and Credit Framework for Undergraduate Programmes, the University has been revising the curriculum to include courses worth nine credits. Accordingly, the four year undergraduate programmes in select foreign languages include three courses in the language concerned with a view to developing proficiency in the language concerned to enhance employability. The four-year undergraduate programme in Digital Communication offers courses in Introduction to Visual Production, Writing to Media, and Presentation Skills, worth three credits each. The four year undergraduate programme in English, and the programme in Performing Arts and Humanities offers students the choice of</p>	

pursuing three proficiency courses in a foreign language of their choice, each worth three credits. These courses are designed to help students enhance their employability skills.

20.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

As mandated in the UGC's Curriculum and Credit Framework for Undergraduate Programmes, the University has allocated six credits to Value-Added courses that aim at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India. A few illustrative examples of courses included under this category are: Health and Wellness, Yoga Education, Sports, and Fitness (2 credits each) for all students pursuing undergraduate programmes, Digital and technological solutions (courses based on AI etc., to be chosen from the SWAYAM- MOOCS platform) (2 credits each), and Environmental Studies (2 credits).

21.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The University has adopted the graduate attributes specified in the National Higher Education Qualifications Framework (NHEQF). Learning outcomes for each programme of study and for courses offered in the programme have been specified, keeping the graduate attributes firmly in view. These outcomes are related to the domains i.e., area(s) of chosen field(s) of study, and to the generic learning outcomes that are expected to be achieved by a student on completion of a programme of study.

22.Distance education/online education:

The University is steadily moving towards a hybrid mode of instruction. The School of Distance Education offers two programmes: Post Graduate Certificate in the Teaching of English and MA English. In accordance with the UGC Regulations, the University now follows the semester-system, and the recommended credit framework. Moreover, the curricular revisions of all the regular (full-time) undergraduate and postgraduate programmes offered by the University make provisions for students to switch to alternative modes of learning—online/ODL.

Extended Profile

1.Programme	
1.1 Number of programmes offered during the year:	43
1.2 Number of departments offering academic programmes	19
1.3 Number of Programmes offered by DDE during the year	2
2.Student	
2.1 Number of students enrolled during the year	822
2.2 Number of outgoing / final year students during the year:	523
2.3 Number of students appeared in the University examination during the year	1233
2.4 Number of revaluation applications during the year	0
2.5 Number of employed learners enrolled at DDE during the year	509
3.Academic	
3.1 Number of courses in all programmes during the year:	673
3.2 Number of full-time teachers during the year:	187
3.3	238

Number of sanctioned posts for the year:	
3.4	13
Number of full time teachers and other academics in DDE during the year	
4.Institution	
4.1	6615
Number of eligible applications received for admissions to all the Programmes during the year	
4.2	498
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
4.3	176
Total number of Classrooms and Seminar halls	
4.4	270
Total number of computers on campus for academic purposes	
4.5	706.60
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.6	21
Total number of rooms and seminar halls at DDE:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

Keeping in mind the vision statement of the University, the curricula of the programmes are developed and updated periodically to address the local, national, and global needs of learners. The curricula are well-defined and reflect informed learning objectives

at the programme and course levels. A unique feature of the postgraduate programmes is the 'cafeteria system' that allows students to choose courses from different areas in the Humanities and opt for a degree that best suits their needs, goals and interests.

Relevance to Local and Regional Needs: The curriculum connects the learners to different contexts through the development of their language and thinking skills.

Contribution to National Development: All the programmes offered at the University, both face-to-face and distance modes, are aimed at learners from every part of the country. The University aims to make the curriculum truly inclusive not only in terms of the diversity of the learners but also in the content of the syllabi.

Fostering Global Competencies among Students: The University curriculum helps create and nurture global citizens by: integrating webinars and seminars/workshops into the curriculum; encouraging research scholars to participate in international conferences; and equipping students with the relevant skills through the Finishing School.

File Description	Documents
Upload Additional information	No File Uploaded
Link for Additional information	https://efluniversity.ac.in/NAAC/NAACTABLES/1.1.1.pdf

1.1.2 - Percentage of Programmes where syllabus revision was carried out during the year

12

1.1.2.1 - How many Programmes were revised out of the total number of Programmes offered during the year

5

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	No File Uploaded
Any additional information	View File
Details of Programme syllabus revision during the yea	View File

1.1.3 - Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the University**11****1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year****75**

File Description	Documents
Any additional information	No File Uploaded
Programme/ Curriculum/ Syllabus of the courses	No File Uploaded
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Average percentage of courses having focus on employability/ entrepreneurship (Data Template)	View File

1.1.4 - Electronic media and other digital components in the curriculum - Percentage of the Courses on offer that have incorporated electronic/digital media and other digital components in their curriculum delivery during the year**8.6****1.1.4.1 - Total number of the Courses on offer by DDE have incorporated electronic/ digital media and other digital components in their curriculum during the year****2**

File Description	Documents
Details of Programmes incorporating electronic media and other digital components offered during the year	No File Uploaded
As per Data Template	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility	
1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year	
19	
1.2.1.1 - How many new courses were introduced during the year	
19	
File Description	Documents
Minutes of relevant Academic Council/BOS meeting	No File Uploaded
Any additional information	No File Uploaded
Institutional data in prescribed format (Data Template)	View File
1.2.2 - Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented	
100	
1.2.2.1 - Number of Programmes in which CBCS/ Elective course system implemented	
29	
File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File
1.3 - Curriculum Enrichment	
1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	
<p>The University is committed to holistic development, the creation of a gender-sensitive, differently abled-friendly environment, and the inculcation of a sense of social responsibility in the students. With this as its mission, the University makes continuous efforts to interweave these aspects in its curriculum to make students successful and responsible citizens of the world. Human values, gender equality, professional ethics, environment, and sustainable</p>	

development goals (SDGs) are the common parameters governing course design and development. Courses imparting Professional Ethics:

(a) **Research Methodology:** This Course highlights intellectual honesty and integrity covering copyright laws, source citing, and avoiding plagiarism.

(b) **Media Policy, Laws and Ethics (JMC 402):** This Course trains prospective journalists in professional ethics. One of the primary objectives of the course is to sensitize budding young professionals on the intricacies of media policy and regulation in the country and to orient them with ethical issues relating to journalism and media management.

Courses pertaining to Gender Sensitization and Human Values are included in the Postgraduate Programmes. The University also organizes outreach programmes on gender sensitization, work ethics for researchers and media practitioners, and challenges faced by marginalized communities to sensitize learners to these aspects and make them responsible and empathetic citizens.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

27

1.3.2.1 - How many new value-added courses are added during the year

27

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to value added courses	No File Uploaded
List of value added courses	View File

1.3.3 - Average Percentage of students enrolled in the courses under 1.3.2 as above	
56.3	
1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year	
975	
File Description	Documents
Any additional information	No File Uploaded
List of students enrolled	View File
1.3.4 - Number of students undertaking field projects / research projects / internships during the year	
260	
1.3.4.1 - Number of students undertaking field project or research projects or internships	
260	
File Description	Documents
Any additional information	No File Uploaded
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View File
1.4 - Feedback System	
1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	<ul style="list-style-type: none"> Any 2 of the above
File Description	Documents
URL for stakeholder feedback report	Nil
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information	No File Uploaded

1.4.2 - Feedback processes of the institution may be classified as follows	<ul style="list-style-type: none"> • Feedback collected, analysed and action taken and feedback available on website
File Description	Documents
Upload any additional information	View File
URL for feedback report	Nil
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Demand Ratio	
2.1.1.1 - Number of seats available during the year	
1049	
File Description	Documents
Any additional information	No File Uploaded
Demand Ratio (Average of Last completed academic year) based on Data Template upload the document	View File
2.1.2 - Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)	
65	
2.1.2.1 - Number of actual students admitted from the reserved categories during the year	
324	
File Description	Documents
Any additional information	No File Uploaded
Average percentage of seats filled against seats reserved (Data Template)	View File
2.1.3 - Average variation in enrolment of learners in the DDE during the year	
6	

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organises special Programmes/ have policies in place for different levels of learners

The University gets students from diverse backgrounds, in terms of their linguistic abilities and their preparedness for academic courses. On the basis of diagnostic tests, classroom interaction, observation, and feedback in class, the teachers gauge the kind of support some students need. Face-to-face interaction in the form of tutorials, additional tasks and handouts, and continuous formative internal assessment tools, teacher-organized peer-learning sessions help the teachers assess the learning levels and learning difficulties of students. Remedial classes are organized at student requests. When a Department organizes remedial interventions, going by teacher assessment of student performance, these sessions are in the form of extra tutorials, personal interactions with teachers outside scheduled class hours to ensure that slow learners are not stigmatized resulting in them being demoralized.

In addition to these the University also adopts following methods:

Transparency in assessment;

Easy access to materials;

Access to tutors and peer groups;

Differently-abled students are provided support by the Enabling Unit;

Advanced students are 'fast-tracked' - they are provided more advanced-level reading materials and courses, encouraged to write and present papers, participate in talks, seminars and conferences at the University, in the country, and across the world, and to take part in short projects.

File Description	Documents
Paste link for additional information	Nil
Upload Any additional information	No File Uploaded

2.2.2 - Student - Fulltime teacher ratio (data for the academic year)

Number of Students	Number of Full Time Teachers
1800	187

2.2.3 - Reaching out to employed persons - Percentage of the employed learners who are enrolled during the year

33.99

2.2.3.1 - Number of employed learners (including self employed) enrolled during the year

509

File Description	Documents
Number of employed learners authenticated by Registrar of the University	No File Uploaded
As per Data Template	View File
Any other relevant information	No File Uploaded

2.2.4 - Learners from Special Target Group: prison inmates - Average number of prison inmates enrolled as learners during the year

0

2.2.4.1 - Number of prison inmates enrolled as learners during the year

0

File Description	Documents
Number of prisoners enrolled authenticated by Registrar of the University	No File Uploaded
As per Data Template	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

The University employs learner-centric and participatory learning methods of teaching. The University has been offering the programmes in Choice-Based Credit System (CBCS) for more than a decade. The University's flagship MA Cafeteria Programme is based on the Choice-Based Credit System with the following advantages: 1. Shift in focus

from teacher-centric to student-centric education. 2. Students have the freedom to choose more than the stipulated number of credits to the extent that they can cope with (without repeating courses in a given semester). 3. The programme allows students to choose inter-disciplinary, intra-disciplinary courses, skill oriented courses according to their learning needs, interests and aptitudes, thereby preparing them for new areas of research, and for a variety of professions. 4. The programme makes education broad-based and of global standards, evident from the significant number of the University alumni pursuing higher studies in Western universities. MA students in their fourth semester are allowed to do an MA Dissertation and a reading course of their interest and choice. In the Journalism and Mass Communication programme, a course in reporting and editing in print media, and television production provides opportunities in participative learning, helping students discover stories around them by applying journalistic skills.

File Description	Documents
Upload any additional information	No File Uploaded
Link for Additional Information	Nil

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

All the classrooms in the University are IT-enabled. Classrooms are equipped with computers connected to the Internet, and the multimedia system includes laser projectors, wall-mounted speakers, microphones. Teachers and students make use of these facilities to support the teaching-learning process. In addition, teachers make use of a variety of ICT tools to create an optimal learning environment and to ensure everyone gets equal opportunities to succeed. ICT tools are being used to design personalized learning paths and individualized instruction plans to provide a diverse and accessible learning experience. Use of ICT tools also guarantees currency and relevance of content taught at the University. Teachers use Google Classroom, Canvas, Moodle, Edmodo, and other LMSes to create virtual classrooms. Asynchronous classroom interactions mediated via ICT tools are encouraged to promote learner participation and engagement. Google Meet, Zoom, Microsoft Teams etc. are used to conduct synchronous classroom sessions that support face-to-face sessions or tutorials.

A range of courses in digital literacy ('Evaluating Online

learning,' 'Fundamental concepts of digital literacy,' etc.) train students and trainee teachers to use an array of web 2.0 tools such as Padlet, Kahoot, Mindmeister, Glogster, etc. to develop 21st century skills of communication, collaboration, critical thinking, and creativity.

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the " LMS/ Academic management system"	Nil

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of students assigned to each Mentor

20

File Description	Documents
Upload during the year, number of students enrolled and full time teachers on roll	No File Uploaded
Circulars pertaining to assigning mentors to mentees mentor/mentee ratio	View File

2.3.4 - Development of Self-Learning Material (SLM) in Print

All programmes at the School of Distance Education (SDE) are planned to suit the professional and personal needs of students who choose the distance-mode to pursue their higher education or upgradation of professional skills through continuous professional development (CPD). The programmes are designed to make higher education both accessible and equitable for diverse learner groups from across the social spectrum, particularly from socially and economically disadvantaged groups (SEDG) and other underprivileged students, in addition to providing opportunities for lifelong learning. All programmes and courses of SDE are designed keeping in mind the highest standards and quality equivalent to those offered in the in-person mode of the University. The programmes are credit-based, and include core as well as elective courses. The programmes offer flexible time frames to accommodate employed students as well, and inter-disciplinary options for students to progress through the Programme in a time-bound manner. Increase in access, equity and inclusion is facilitated by making twenty percent (20%) of all

teaching-learning transactions online, in compliance with the UGC-DEB norms.

The SLMs are designed with tasks and activities to encourage participatory and experiential learning.

File Description	Documents
Policy document on SLM	Nil
Any other relevant information	Nil

2.3.5 - Availability of digitized SLMs for the learners - Percentage of programs having access to online SLMs

50

2.3.5.1 - Number of programmes offered by DDE where learning material of the Institution are digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners during the year

2

File Description	Documents
Links to Digital repository of SLMs	Nil
Data template in Section B	View File
Any other relevant information	No File Uploaded

2.3.6 - Mechanism to provide academic counselling support at DDE A mechanism is in place at DDE to provide academic counselling support to learners enrolled in different programmes including strategies for learner participation and engagement as well as development of required competencies and skills

Since its inception, the School of Distance Education (SDE) has functioned with an awareness of academic counseling for its students, particularly from socio-economically disadvantaged backgrounds, who require encouragement and support to make a successful transition to higher education. The School recognizes the critical need to bridge gaps among students across socio-economic categories in terms of access, participation, and learning outcomes as part of its efforts to offer higher education for all citizens. The strategies for inclusive and increased participation of learners from socially and economically disadvantaged groups (SEDG) include relaxed norms for admission, payment of fees, and number of attempts

to appear in re-examinations.

The programmes offered by the School incorporate periodic and mandatory contact programmes (classroom transactions) to ensure zero transmission loss.

The mandatory contact-cum-examination programme provides for a variety of learning experiences, including individual and collaborative learning, where students assume responsibility for their own learning.

The Self-Learning Materials consist of tasks/activities to facilitate participatory, experiential, and creative learning.

Students are offered academic counseling using ICT tools (emails, Google Meet, GoogleClassroom, LMS, etc.) to make learning more individualized, creative, and dynamic for better participation and achievement of learning outcomes.

File Description	Documents
Schedules of different counselling activities	Nil
Any other relevant information	Nil

2.4 - Teacher Profile and Quality

2.4.1 - Average percentage of full time teachers against sanctioned posts during the year

79.24

File Description	Documents
Full time teachers and sanctioned posts during the year (Data Template)	View File
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded

2.4.2 - Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year

78.58

2.4.2.1 - Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.

during the year**153**

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. and number of full time teachers for 5 years (Data Template)	View File

2.4.3 - Average teaching experience of full time teachers (Data for the latest completed academic year in number of years)**12.39****2.4.3.1 - Total experience of full-time teachers****2316**

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept and experience details (Data Template)	View File

2.4.4 - Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year**1****2.4.4.1 - Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies during the year****2**

File Description	Documents
Institutional data in prescribed format (Data Template)	View File
Any additional information	No File Uploaded
e-copies of award letters (scanned or soft copy)	No File Uploaded

2.4.5 - Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics respectively during the year

78.57

2.4.5.1 - Number of Fulltime teachers and other academics appointed in DDE against the sanctioned post during last completed academic year

13

File Description	Documents
Details of full time teachers and other academics As per Data Template	View File
List of the faculty members authenticated by the Registrar of the University	No File Uploaded
Any other relevant information	No File Uploaded

2.4.6 - Learner : Academic Counselor ratio**2.4.6.1 - Number of empanelled Academic Counsellors for the latest completed academic year**

30

File Description	Documents
Number of Academic Counsellors with details of total teaching experience for the preceding academic year	No File Uploaded
As per Data Template Any other relevant information	View File

2.5 - Evaluation Process and Reforms**2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year**

12

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

12

File Description	Documents
Any additional information	No File Uploaded
List of Programmes and date of last semester and date of declaration of results (Data Template)	View File

2.5.2 - Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the year

0

2.5.2.1 - Number of complaints/grievances about evaluation during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of complaints and total number of students appeared during the year	No File Uploaded
as per data templets	View File

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

The office of the Controller of Examinations uses IT-enabled services extensively for completing the different stages of the admission and examination processes. Admission notification, registration of the candidates and submission of application, short-listing of aspiring candidates, document verification, and fee payment through several payment gateways using QR Codes and other means are driven by IT-enabled services. Following services are practiced: Electronic Admit Passes, online examinations for various courses, declaration of results, digital credit records, digital certificates/diplomas/degrees, tracking the status of the PhD thesis during the evaluation process through an APP, and online viva-voce examinations of the research scholars are some of the instances of the use of digital tools.

The University conducted online entrance tests and interviews for all PhD programmes, for the academic years 2020-21 and 2021-2022. During the lockdown, the viva-voce examinations were conducted online to avoid any delay in the award of the PhD degrees.

'Track your Thesis', a unique application on the University website, helps research scholars track the progress on the evaluation of their theses after submission.

File Description	Documents
Any additional information	No File Uploaded
During the year number of applications, students and revaluation cases	No File Uploaded

2.5.4 - Status of automation of Examination division along with approved Examination Manual

B. Only student registration, Hall ticket issue & Result Processing

File Description	Documents
Current Manual of examination automation system	No File Uploaded
Annual reports of examination including the present status of automation	No File Uploaded
Current manual of examination automation system and Annual reports of examination including the present status of automation (Data Template)	View File
Any additional information	No File Uploaded

2.5.5 - Formative Assessment Standard Operating Procedures employed for continuous (internal) assessment followed by the Institution

All programmes in the School of Distance Education (SDE) adopt formative assessment. The participants of the programmes are sent multiple assignments, along with the SLMs, as part of their formative assessment. These open-book assignments allow participants plenty of time to complete them are often based on specific blocks. The aim here is to ensure that the participants read and understand the blocks, and check their understanding through tutor feedback. These assignments, prepared by the University's faculty, are changed every year with greater emphasis on the application aspect of instruction. Care is taken to ensure that the learners use the SLMs as the primary source of instruction and augment their knowledge by making use of reliable digital resources. The assignments are either evaluated by the course monitors assigned to a particular course by the School, or by the academic counsellors appointed by the

School/University. Learners are required to submit each assignment with a cover page provided by the School, which has adequate space for tutor/evaluator comments. Assignments are graded with detailed comments/feedback. A two-stage evaluation system is being followed wherein evaluation by academic counsellors are cross-checked by the course monitors who are permanent faculty of the University.

File Description	Documents
Policy documents on Evaluation Methodology of DDE	Nil
Any other relevant information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

The University Prospectus, Handbooks for various programmes, and the descriptions of individual courses specify the learning outcomes of either the programme or that particular course. These are being redrafted in the light of the requirements listed in the National Education Policy 2020 and the National Higher Education Qualifications Framework, to make the Programme and Course Outcomes more specific, for the benefit of stakeholders. The assessment methods and tools have a high level of validity, reliability, and authenticity, to measure student achievement of learning outcomes. The assessment methods, such as end-semester sit-in examinations, take-home examinations, term papers, presentations, research paper submission, practice teaching (for PGCTE, PGDTE, and B.Ed. programmes), Project Works /Dissertations, are chosen by the programme coordinators and course instructors under the supervision of the respective Boards of Studies of Departments and School Boards, keeping in view the aims and objectives of the programmes and courses. Each course clearly spells out the learning outcomes, and lists the texts prescribed for detailed study, secondary texts for extensive reading, and resource materials, as well as methods of instruction, and the evaluation scheme.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional Information	https://www.efluniversity.ac.in/Archives/Archives.php
Upload COs for all courses (exemplars from Glossary)	No File Uploaded

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

The University has created the position of Dean, Academics, and has assigned the Dean the task of ensuring that the course outcomes are seamlessly connected with programme outcomes, and the latter is mapped with graduate attributes. The team working with the Dean, Academics, examines the course and programme descriptions with a view to offering a comprehensive view of each programme. The Dean, Academics, works closely with the Boards of Studies and School Boards and monitors the conduct of the programmes, using the stated outcomes as the benchmark of programme and course evaluation. The University uses a 360-degree feedback mechanism to ensure that programme outcomes, programme specific outcomes and the course outcomes are met. Board of Studies of Departments and School Boards meet periodically to assess the programme and course outcomes based on the feedback shared by students and course instructors to revise and revamp courses. Curriculum and syllabus renewal is a continuous process at the University.

Another indicator of programme and course outcomes achievement is the number of job-offers received by the students of the University from the corporate sector and NGOs. The students of the University have got many placement opportunities from the industry and government and private institutions.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional Information	Nil

2.6.3 - Average pass percentage of Students during the year

97.13

2.6.3.1 - Total number of final year students who passed the university examination during the year**522**

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey**2.7.1 - Online student satisfaction survey regarding teaching learning process**

<https://www.efluniversity.ac.in/IQACOARUlogin.php>

File Description	Documents
Upload any additional information	No File Uploaded
Upload database of all currently enrolled students (Data Template)	View File

2.7.2 - Online Learner Satisfaction Survey regarding teaching-learning process

<https://www.efluniversity.ac.in/IQACOARUlogin.php>

File Description	Documents
Database of all currently enrolled Distance Learners	No File Uploaded
As per Data Template	View File
Any other relevant information	No File Uploaded

RESEARCH, INNOVATIONS AND EXTENSION**3.1 - Promotion of Research and Facilities**

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

The offices of the Dean, Research, and the Dean, Academics, facilitate the research activities of the University through the following measures: Ensuring timely completion of research programme requirements Providing travel grants to the teachers and scholars to present research papers in National and International conferences (during the period 2016-21, 26 teachers and 37 students were given travel grants to present research papers in conferences abroad; similarly, 26 faculty members and 1 student were provided financial grants to attend national conferences in India).

In addition, the University undertakes the following activities: Encouraging research through publications in online journals published by the University Providing access to online resources Updating Library resources, procuring new books and journals Signing MoUs with foreign Universities and facilitating faculty and student exchange. The University has established a Research Acceleration Centre (RAC) to fulfill its mandate to promote research extensively among the teachers, research scholars and students in a professional manner. It not only attempts to encourage research but also aims to promote research collaborations between the University and other Universities and institutions.

File Description	Documents
Any additional information	View File
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	No File Uploaded
URL of Policy document on promotion of research uploaded on website	Nil

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

3.75

3.1.2.1 - Total amount of seed money provided by the Institution to its faculty during the year (INR in lakhs)

18

File Description	Documents
Any additional information	No File Uploaded
Minutes of the relevant bodies of the University	No File Uploaded
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received (Data Template)	View File

3.1.3 - Percentage of teachers receiving national/ international fellowship/financial support by various agencies including the applicant university for advanced studies/ research during the year

4.35

3.1.3.1 - Number of teachers who received national/ international fellowship/financial support from various agencies including the applicant university, for advanced studies / research during the year

4

File Description	Documents
Any additional information	No File Uploaded
e-copies of the award letters of the teachers	View File
List of teachers and their international fellowship details (Data Templates)	View File

3.1.4 - Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellowships enrolled in the institution during the year

166

3.1.4.1 - The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year during the last completed academic year

166

File Description	Documents
Any additional information	No File Uploaded
List of research fellows and their fellowship details (Data Template)	View File

3.1.5 - Institution has the following facilities to support research
Central Instrumentation
Centre Animal House/Green House Museum
Media laboratory/Studios Business Lab
Research/Statistical Databases Moot court
Theatre Art Gallery

B. Any 3 of the above

File Description	Documents
Paste link of videos and geotagged photographs	Nil
Upload the list of facilities provided by the university and their year of establishment	View File
Upload any additional information	No File Uploaded
as per data templets	View File

3.1.6 - Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies (Data for the latest completed academic year)

7.69

3.1.6.1 - The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies

2

File Description	Documents
Any additional information	No File Uploaded
e-version of departmental recognition award letters	No File Uploaded
List of departments and award details (Data Template)	View File

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

10.26

3.2.1.1 - Total Grants for research projects sponsored by Non-Government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs in the Institution during the year (INR in Lakhs)

10.26

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for research projects sponsored by non-government	No File Uploaded
List of project and grant details (Data Template)	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

25.64

3.2.2.1 - Total Grants for research projects sponsored by Government sources- during the year (INR in Lakhs)

25.64

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for research projects sponsored by government	No File Uploaded
List of project and grant details (Data Template)	View File

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

2.13

3.2.3.1 - Number of research projects funded by government and non-government agencies during the during the year

4

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste Link for the funding agency website	Nil

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

A University-Industry Hub has been set up to organize joint programmes and initiatives with the industry to improve the employability quotient of the students, and to help the industry acquire skilled workforce in niche and emerging areas in organizational behaviour. The University is in the process of identifying industry expectations and revamp its curricula to make the courses more relevant to the industry in the spirit of NEP 2020. The University-Industry Hub is also poised to play a consultative role: suggesting strategies and initiatives to companies and organizations that are essential for acquiring ISO and other certifications such as basic literacy in English, better organizational communication practices by being conversant with the paradigm-shift in the field, and cross-cultural communication and diversity training.

As the University is a Humanities University, it does not have an incubation centre. However, the University has established a Research Acceleration Centre (RAC) for creation and transfer of knowledge globally in a professional manner. It aims to promote research collaborations between the University and other Universities and institutions. The RAC initiative moves along the following path: Formation of research clusters. A research cluster consists of 2 to 4 faculty members.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.efluniversity.ac.in/RAC.php

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),Entrepreneurship, Skill development Frontier/ contemporary areas researches in law and judicial trends during the year

21

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
List of workshops/seminars duringduring the year (Data Template)	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

12

File Description	Documents
e- copies of award letters	No File Uploaded
Any additional information	No File Uploaded
List of innovation and award details (Data Template)	View File

3.3.4 - Workshops / seminars conducted on innovative practices

3.3.4.1 - Total number of workshops/seminars conducted during the year on: ? Intellectual Property Rights (IPR); ? Open Educational Resources (OERs); ? Massive Open Online Courses (MOOCs); ? Technology-Enabled Learning; ? Learning Management System; ? Development of e-content and

21

File Description	Documents
Report of the event/ link to the material developed	Nil
List of workshops/seminars during the year	No File Uploaded
As per Data Template	View File
Any other relevant information	No File Uploaded

3.3.5 - Innovative content developed in the form of e-modules / e-SLMs / MOOCs for : A. NMEICT B. NPTEL C. SWAYAM D. e-PG Pathshala E. e-SLMs F. other MOOCs platform G. Institutional LMS

3.3.5.1 - Total number of e-content modules developed for any of the platforms listed above.

36

File Description	Documents
Any other relevant information	No File Uploaded
As per Data Template	View File
List of the innovative contents developed during the year	No File Uploaded

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)**
- 3. Plagiarism check**
- 4. Research Advisory Committee**

A. All of the above

File Description	Documents
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	https://www.efluniversity.ac.in/NAAC/NAACTABLES/3.4.1.pdf
Any additional information	No File Uploaded
as per data templets	View File

**3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards
Commendation and monetary incentive at a University function
Commendation and medal at a University function
Certificate of honor
Announcement in the Newsletter / website**

E. None of the above

File Description	Documents
e- copies of the letters of awards	No File Uploaded
Any additional information	No File Uploaded
List of Awardees and Award details (Data Template)	View File

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

00

File Description	Documents
Any additional information	No File Uploaded
List of patents and year it was awarded (Data Template)	View File

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

46

File Description	Documents
URL to the research page on HEI web site	Nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	No File Uploaded

3.4.5 - Research publications – Number of research papers published per teacher of the institution in the Journals notified by UGC care list during the year

63

3.4.5.2 - Number of research papers published by the faculty of the Institution in the Journals notified by UGC care list

118

File Description	Documents
Web-link of research papers published	Nil
As per Data Template	View File
Any other relevant information	No File Uploaded

3.4.6 - Books and Chapters in edited volumes published per teacher etc.

3.4.6.1 - Number of books and chapters/ units in books/ SLMs published of the institution during the year

104

File Description	Documents
Web-link of publications	Nil
As per Data Template	No File Uploaded
Any other relevant information	No File Uploaded

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

A. Any 5 or all of the above

File Description	Documents
Any additional information	No File Uploaded
Give links or upload document of e-content developed	Nil
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG) (Data Template) 3.4.8 QnM Bibliometrics of the publications during the year based on average Citation Index	View File

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
51	32

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	No File Uploaded

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
5	4

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	No File Uploaded
Any additional information	No File Uploaded

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

The University has set up a Centre for Consultancy and Language Training (CCLT) to provide support in terms of consultancy services

and training opportunities to national and international agencies/organizations/institutions. The objectives of CCLT are: 1. To offer consultancy services to various agencies in the public and private sectors in matters related to teaching and learning of English and foreign languages; 2. To conceptualize and offer need-based communication skills training, teacher-training, and trainer-training programmes to various institutions in India and abroad. The Centre was set up to address the growing demand for Language for Specific Purposes (LSP). The industrial and corporate sectors constantly seek training in English and foreign languages, such as Spanish, German, Japanese, and French, and Chinese to meet global communication needs and enhance employability prospects. LSP courses (for example, English for lawyers, Business English, Arabic for Tour Operators, French for Nurses, Spanish for Translators, Japanese for Doctors, etc.) help businesses and institutions respond to local and global needs for the development of individuals. As part of its community interaction and outreach activities, the University has entered into MoUs with various global leading institutions. One such is our MoU with the Indian Institute of Management, Vishakapatnam (IIM-V) for mutual capacity building.

File Description	Documents
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	No File Uploaded
Upload soft copy of the Consultancy Policy	No File Uploaded
Upload any additional information	No File Uploaded
Paste URL of the consultancy policy document	https://www.efluniversity.ac.in/CCLT.php

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

55.61

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

55.61

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy	No File Uploaded
Any additional information	No File Uploaded
List of consultants and revenue generated by them (Data Template)	View File

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

To fulfill its social responsibility and commitment, the University established the University Social Responsibility (USR) scheme in 2017, a first-of-its-kind initiative in an Indian University. USR primarily aims at creating socially responsible students. To increase public engagement with the University's resources and to build a better university-society interface, the University offers two digital resources as part of its USR activities: EnglishPro and Open Language Learning Resources (OLLRs). The University has been designing English Communication courses for the National University Students' Skill Development (NUSSD) programme. During the pandemic, the activities of the University NSS Unit, the USR scheme, and the Finishing School were carried out remotely. Cultural activities and programmes to sensitize students towards social issues and the issue of their holistic development were conducted online.

As a part of the Skill-Hub Initiative, the University has been assigned the task of preparing the syllabus for Skill-based Proficiency courses for level 1 in 10 foreign languages, namely, Arabic, Chinese, French, German, Italian, Japanese, Korean, Persian, Russian and Spanish, by the National Council for Vocational Education and Training and the UGC. This syllabus will be prescribed to all the colleges and institutions across the country to develop skill-focussed courses in foreign languages.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards received by the Institution, its teachers and students from Government / Government recognised bodies in recognition of the extension activities carried out during the year

2

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	No File Uploaded

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

15

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last completed academic year (Data Template)	View File

3.6.4 - Average percentage of students participating in extension activities listed at 3.6.3 above, during the year

3.6.4.1 - Total number of students who participate in extension activities listed at 3.6.3 above during the year

3370

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
Average percentage of students participating in extension activities with Govt. or NGO etc (Data Template) Key	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

18

File Description	Documents
Copies of collaboration	No File Uploaded
Any additional information	No File Uploaded
Number of Collaborative activities for research, faculty etc (Data Template)	View File

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

6

File Description	Documents
e-copies of the MoUs with institution/ industry	No File Uploaded
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities during the year (Data Template)	View File

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

4.1.1 - The institution has adequate facilities for teaching - learning, viz., classrooms, laboratories, computing equipment, etc.

The English and Foreign Languages University has adequate facilities to conduct teaching-learning activities in accordance with the minimum specified requirements laid down by statutory bodies. It has 176 classrooms out of which 147 are digitized (83.52%).

The University has 1 GB connectivity from MHRD/MoE, which is freely accessible on the campus, including the hostels. The unlimited internet connectivity is provided through both LAN and Wi-Fi.

Various computer laboratories are available serving different purposes. There are 4 laboratories with 77 computer systems for academic use by the students -- two labs in the New Academic Block and two computer rooms in the International Hostels. There are two Digital Language Laboratories which are meant for developing speaking and listening skills in English and foreign languages with a total of 72 booths. In addition, there are four specialized laboratories - Phonetics Laboratory, Computational Linguistics Laboratory, Media and Communication Laboratory, and Arabic Laboratory, which are used for both teaching and research purposes. There are computers with special software like JAWS Software for Windows, Magic Magnification Software, Kurzweil Education System Software, Sara Reading Machine, Franklin Talking Dictionaries, and Angel Digital Portable Devices, and equipment like Tatra-Point Braille typewriters, to assist visually challenged students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.efluniversity.ac.in/NAAC%20Geota%20Pics.php

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

In 2020, the University constructed a Multipurpose Sports Complex-cum-Auditorium and an Open Amphitheatre, both of which are currently

in use for indoor games and cultural activities by the students and faculty. The Multipurpose Sports Complex-cum-Auditorium is a multipurpose facility spread over 25,000 square feet and is used for indoor games such as badminton, basketball, volleyball, table tennis, carrom, and chess. It can also be transformed into a big hall to host convocations, academic conferences, and other public events. The University's Yoga Centre provides ample facilities to impart specialist training in yoga to a large number of people. The University has also appointed a Consultant to provide specialized training to students as well as teaching and non-teaching staff. It has multiple gymnasia: one in the men's hostel, another in the women's hostel. The University inaugurated a new gymnasium in 2020 for international students, and an open-air gym in 2021. It has a Basketball Court, a Football Ground, several Badminton and Table Tennis Courts, and a Mini-Cricket Ground, which are maintained by a team of staff working under the Dean, Campus Planning and Development, and the Works Section. It also has a children's playground and a University park.

File Description	Documents
Upload any additional information	View File
Geotagged pictures	View File
Paste link for additional information	https://www.efluniversity.ac.in/NAAC/NAACTABLES/4.1.2.pdf

4.1.3 - Availability of general campus facilities and overall ambience

EFLU has adequate and continuously upgraded infrastructural facilities. It undertakes an extensive plantation drive every year to keep the Campus green and pollution-free. It received the first prize in the Telangana State Garden Festival during three consecutive years: 2018, 2019, and 2020.

The Ramesh Mohan Library is a specialized library for literature, language teaching, and linguistics, and is probably the best of its kind in South Asia. It provides remote access to its online resources to teachers and students. The Library's current stockholding includes 1,03,130 books, 1,208 journals, 2,235 theses, online databases, and other electronic resources.

EFLU provides on-campus residence to all regular (full-time)

students who need accommodation on Campus. It inaugurated a new gym in 2020 for international students, and an open-air gym in 2021. A Multipurpose Sports Complex-cum-Auditorium and the Open Amphitheater became operational in 2022.

The University Health Centre offers a range of medical facilities for its students, teaching, and nonteaching staff, including out-patient consultation and free dispensing of medicines. Students use the medical insurance facility to get treated cashlessly in most major hospitals. Confidential counselling service is available at the University's Counselling Centre.

EFLU has a CCTV surveillance system for the safety of students and staff.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.1.4 - Average percentage of expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

100

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

706.60

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.1.5 - Expenditure incurred for infrastructure augmentation –Percentage of expenditure incurred for infrastructure augmentation

0.32221

File Description	Documents
Audited utilization statements of DDE	View File
Budget allocation for infrastructure of DDE	View File
as per data templets	View File

4.1.6 - Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year(INR in Lakhs)

81.15

4.1.6.1 - Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary during the year (INR in lakhs)

11.45449

File Description	Documents
Audited statements of accounts of DDE.	View File
Budget and Statements of Expenditure of DDE	No File Uploaded
As per Data Template	View File
Any other relevant information	No File Uploaded

4.1.7 - Academic counselling sessions held Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre during the preceding academic year

The School of Distance Education, located on the Hyderabad Campus (Regional Campuses do not offer programmes in the Distance Mode), offers two programmes:

Post Graduate Certificate in the Teaching of English (PGCTE)

MA English (Year-wise and Semester-wise)

The transaction of curricula is carried out through the SLMs and contact programmes. On submission of the required number of assignments within the stipulated time limits, participants become eligible to attend the contact-cum-examination programmes. One-on-one academic counselling sessions are offered to participants on request. Students are encouraged to contact the faculty and office

by telephone, email, or in person. Contact programmes are conducted for every programme every year/semester, and attendance is mandatory. One credit amounts to 30 hours of study time, and 10% of the total study time is spent on contact sessions for each course.

During the counselling sessions, participants receive both positive and constructively critical feedback on the assignments submitted by them. The purpose of contact sessions is primarily to clarify doubts students may have before appearing for the examinations. During the counselling and contact sessions, teachers discuss the Blocks/Units of all the courses. Students are expected to have read all the Blocks before they attend the contact programme to derive maximum benefit.

File Description	Documents
Records of Counselling sessions at DDE	Nil
Expenditure incurred on counselling sessions at DDE	Nil
As per Data Template	Nil
Any other relevant information	Nil

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

The Ramesh Mohan Library is a specialized library for literary and cultural studies, language teaching, and linguistics, and is probably the best of its kind in South Asia. Its current stockholding includes 1,03,130 books, 1,208 journals, 2,235 theses (MPhil and PhD), online databases, and other electronic resources. Copies of all PhD and MPhil dissertations submitted to the University are kept in the Library, both in hard and soft copies. They can be accessed through the Intranet. OPAC (Online Public Access Catalogue) is installed to access information about availability of books in stock, call and accession numbers, and current availability on the shelf. The Library subscribes to the INFLIBNET/NDL Database.

The Library has an extremely helpful Electronic Resource Management package for e-journals. J-GATE@UGC-INFONET and Web of Science are

available as federated search engines. The Library undertook automation on a very effective scale.

The Library is connected to the University's Local Area Network (LAN), which is a 1 GB connection provided by BSNL under the NKN-NMEICT project, with a bandwidth of 20 MB. Computerized charging/discharging system and security tagging of books with electromagnetic tags is in place.

During the COVID-19 pandemic remote access was provided to students and faculty through RemoteXs portal.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.efluniversity.ac.in/ramesh_library.php

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga Membership, etc. (Data Template)	View File

4.2.3 - Average annual expenditure for purchase of books/e-books and subscription to journals/e- journals and legal databases during the year(INR in Lakhs)

113.16

4.2.3.1 - Annual expenditure for purchase of books, journals and e-resources during the year (INR in Lakhs)

57.6473

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books and journals during the year (Data Template)	View File

4.2.4 - Percentage per day usage of library by teachers and students (foot falls and login data for online access)

6.83

4.2.4.1 - Number of teachers and students using library per day over last one year

131

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	No File Uploaded

4.3 - IT Infrastructure

4.3.1 - Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities.(Data to be provided only for the latest completed academic year)

83.52

4.3.1.1 - Number of Classrooms and seminar hall(s) in the institution

176

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

EFLU's IT policy is guided by two major aims: user-privacy and fair share of access to the IT and Communication resources on Campus. In light of these twin aims, the following categories of unethical behaviour pertaining to the use of IT resources have been spelt out: any activity that amounts to misusing the resources, any inconvenience caused to other users such as cyberbullying and other forms of harassment, any online or offline activity that places unnecessary burden on the resources or jeopardize the security of the systems, and any attempt to violate the intellectual property rights of software and web entities.

Dean, Technical Infrastructure, the technical team, and the Stores Section are in charge of maintaining the IT facilities of the University.

EFLU spent Rs. 23.06 lakhs on WiFi facility. It is in the process of onboarding a digital university format using the Samarth e-Gov Suite. As part of its efforts to realize the vision of inclusive education, the University has planned to set up a digital studio to create digital and online self-instructional materials. Its long-term plan is to switch to cloud-based e-learning, using a cloud-based Learning Management System that is easy to use and easily accessible.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.3 - Student - Computer ratio

Number of Students	Number of Computers
822	270

File Description	Documents
Upload any additional information	No File Uploaded
Student – computer ratio	View File

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)	• ?1 GBPS								
<table border="1"> <thead> <tr> <th data-bbox="86 273 542 340">File Description</th> <th data-bbox="558 273 1465 340">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 349 542 439">Upload any additional information</td> <td data-bbox="558 349 1465 439">No File Uploaded</td> </tr> <tr> <td data-bbox="86 448 542 586">Details of available bandwidth of internet connection in the Institution</td> <td data-bbox="558 448 1465 586">View File</td> </tr> </tbody> </table>	File Description	Documents	Upload any additional information	No File Uploaded	Details of available bandwidth of internet connection in the Institution	View File			
File Description	Documents								
Upload any additional information	No File Uploaded								
Details of available bandwidth of internet connection in the Institution	View File								
4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing	A. All of the above								
<table border="1"> <thead> <tr> <th data-bbox="86 797 542 864">File Description</th> <th data-bbox="558 797 1465 864">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 873 542 963">Upload any additional information</td> <td data-bbox="558 873 1465 963">No File Uploaded</td> </tr> <tr> <td data-bbox="86 972 542 1061">Links of photographs</td> <td data-bbox="558 972 1465 1061">Nil</td> </tr> <tr> <td data-bbox="86 1070 542 1258">Facilities for e-content development such as Media Centre, Recording facility, LCS etc (Data Templates)</td> <td data-bbox="558 1070 1465 1258">View File</td> </tr> </tbody> </table>	File Description	Documents	Upload any additional information	No File Uploaded	Links of photographs	Nil	Facilities for e-content development such as Media Centre, Recording facility, LCS etc (Data Templates)	View File	
File Description	Documents								
Upload any additional information	No File Uploaded								
Links of photographs	Nil								
Facilities for e-content development such as Media Centre, Recording facility, LCS etc (Data Templates)	View File								
4.3.6 - ICT enabled facilities at DDE: Percentage of the rooms and seminar halls of the DDE with ICT enabled facilities									
100									
4.3.6.1 - Number of rooms and seminar halls of the DDE (cumulative) with ICT enabled facilities (data as on date)									
21									
<table border="1"> <thead> <tr> <th data-bbox="86 1635 542 1702">File Description</th> <th data-bbox="558 1635 1465 1702">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1711 542 1800">Photographs of infrastructure facilities at DDE</td> <td data-bbox="558 1711 1465 1800">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1809 542 1868">As per Data Template</td> <td data-bbox="558 1809 1465 1868">View File</td> </tr> <tr> <td data-bbox="86 1877 542 1939">Any other relevant information</td> <td data-bbox="558 1877 1465 1939">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Photographs of infrastructure facilities at DDE	No File Uploaded	As per Data Template	View File	Any other relevant information	No File Uploaded	
File Description	Documents								
Photographs of infrastructure facilities at DDE	No File Uploaded								
As per Data Template	View File								
Any other relevant information	No File Uploaded								
4.4 - Maintenance of Campus Infrastructure									

4.4.1 - Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year(INR in Lakhs)

706.60

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

The University has specified mechanisms and procedures for maintaining and utilizing campus facilities. Dean, Campus Planning and Development, Dean, Technical Infrastructure, and Dean, Library, are in charge of maintaining campus facilities and the Library. EFLU has a Works Section, which looks after the maintenance of physical infrastructure. The University issues Annual Maintenance Contracts (AMCs), for hiring external vendors from time to time by following the prescribed norms.

The dynamism ingrained in maintaining and utilising physical infrastructure and other facilities on the campus became evident during the COVID-19 pandemic. The University-specific Learning Management System (LMS) helped the University to continue teaching-during the period of the nation-wide lockdown. EFLU made available massive electronic resources to faculty and students off campus. An open-air gym was launched in the academic year 2020-21 in order to reduce the risk of COVID-19 infection in a conventional gymnasium. The Educational Multimedia Research Centre (EMMRC) produces MOOCS for the SWAYAM platform, catering to 90,000 students.

The Ramesh Mohan Library has been updating its stock on a regular basis in order to cater to the academic needs of Departments, which prepare the list of books they need in consultation with their members.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil
Policy details of systems and procedures for maintenance and utilization of physical, academic and support facilities – laboratory, library, sports complex, computers, classrooms, etc. in the Institution's website	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) (other than the students receiving scholarships under the government schemes for reserved categories) during the year

14.04

5.1.1.1 - Number of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) (other than the students receiving scholarships under the government schemes for reserved categories) during the year

177

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	No File Uploaded
Upload any additional information	View File
Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the year (Data Template)	View File

5.1.2 - Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution, during the year

9.97

5.1.2.1 - Number of students benefited by career counseling and guidance for competitive examinations as offered by the institution year-wise, during the year

82

File Description	Documents
Any additional information	View File
Number of students benefited by career counselling and guidance for competitive examinations during the year (Data Template)	View File

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

A. All of the above

File Description	Documents
Link to Institutional website	Nil
Any additional information	View File
Details of capacity development and skills enhancement initiatives (Data Template)	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

• All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	View File

5.1.5 - Pre-admission Counseling Services Activities undertaken by the Institution for providing pre-admission counseling services to prospective learners and induction of newly enrolled learners at Institution Headquarters, Regional Centers and Learner Support Centers

The School of Distance Education (SDE) routinely advertises its programmes across national-level print media, the University's website, and social media. It responds to queries from prospective learners, over telephone and emails, regarding the prerequisites to qualify for admission and the post-admission course requirements. The SDE counsels prospective learners on the unique challenges of being a distance-mode learner and the learning strategies they should inculcate. The learners are advised on the quantitative and qualitative aspects of the formative and summative assessment in the programmes/courses. The SDE further counsels learners through the Handbooks of each programme on the Self-Learning Materials (SLMs) which incorporate systematic tasks/activities to facilitate student understanding, as well as participatory, experiential, and creative learning. The SDE counsels prospective learners on required teaching-learning techniques which may include pair work, group discussions, practicum, and application of ICT resources to promote collaborative learner participation and ensure development of required competencies and skills. The SDE offers an initial contact programme to induct newly enrolled learners and orient them to the overall Programme Specific Outcomes (PSOs) and Course Outcomes (COs). This contact programme introduces them to course contents and the learning strategies and techniques that individual learners may choose to adopt.

File Description	Documents
Relevant information on activities undertaken at DDE	Nil
Any other relevant information	Nil

5.1.6 - Online Admission and Related Activities The status and process of online admission including payment of fees

Online admissions are among the most popular modes of application and admissions in the School of Distance Education (SDE) at the University. It was experimentally implemented for one of the programmes, the PGCTE, in 2020, and has continued since then for admissions in 2021 and 2022. More than 90% of the students enrolling in PGCTE prefer to apply online for the programme. The online application form uses Google Forms. Students can fill out their details, and upload their certificates and other qualifying documents. The fee is paid online to the University's account, and is verified against the transaction details shared by the students in the online application form. The payment of the fees can be made by direct online transfer or by using UPI platforms. The entire process of admissions is a seamless procedure - from accessing the advertisement on the University website, to accessing the application form, to applying for the course, and paying the fee - every stage is designed in a user-friendly manner. All the programmes at SDE will follow the same procedure in the future. In addition, the students will also be allowed to apply offline.

File Description	Documents
Online Admission and related activities at DDE	Nil
Any other relevant information	Nil

5.1.7 - Dispatch of Study Material and related grievance handling mechanisms Strategy followed by the Institution for dispatch of study material to learners and mechanisms to resolve grievances related to Dispatch of Study Material

The School of Distance Education (SDE) dispatches all study materials (Self Learning Materials or SLMs) to learners, admission to each programme. The SDE also makes SLMs available digitally, through the read-only mode, circumstances on a case-by-case basis. SLMs developed by the faculty include printed books as well as technology-aided learning materials such as additional reading

materials such as copies of edited texts as a part of some programmes (primary literary texts, for SLMs are dispatched along with programme-specific Handbooks that offer guidance to learners on how to manage that scaffold learning, and review questions that enable learners to check their own progress. The Handbooks provide deadlines. They also offer detailed guidelines on learning strategies for learners, deadlines for assignments, and track their progress. The Handbooks offer clear and comprehensive descriptions of the quantitative and qualitative The Handbooks offer information on how learners can connect with course monitors of particular courses for counseling.

File Description	Documents
Material dispatch related activities at DDE	Nil
Any other relevant information	Nil

5.1.8 - Attending to learners' queries
Modes/approaches employed by the University to attend to learners' queries include: 1. Automated interactive voice response system 2. Call centre 3. Online Help Desk 4. Social media 5. App based support 6. Chat Box 7. E-mail Support 8. Interactive radio counselling 9. Teleconferencing 10. Web-conferencing 11. Learner Services Centre/ Inquiry Counter 12. Postal communication

C. Any 4-5 of the above

File Description	Documents
Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Learner Services Centre, any other	Nil
As per Data Template	View File
Any other relevant information	View File

5.1.9 - Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances. Percentage of grievances received at HQ and redressed during the year

100

5.1.9.1 - Number of grievances received at HQ during the year

4

File Description	Documents
Web link to Grievance Redressal Mechanism Committee for learners	Nil
As per Data Template	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Average percentage of students qualifying in state/national/ international level examinations during the year(eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations)

43.78

5.2.1.1 - Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/ JAM/IELTS/TOEFL/CLAT/Civil services/ Judicial Services/Public Prosecution services/ All India Bar Exams/State government examinations) during the year

26

File Description	Documents
Upload supporting data for the same	No File Uploaded
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

5.2.2 - Average percentage of placement of outgoing students during the year

7.17

5.2.2.1 - Total number of placement of outgoing students during the year

18

File Description	Documents
Self attested list of students placed	No File Uploaded
Upload any additional information	No File Uploaded
Details of student placement during the year (Data Template)	View File

5.2.3 - Percentage of recently-graduated students who have progressed to higher education during the year

10.45

5.2.3.1 - Number of recently graduated students who have progressed to higher education (previous graduating batch)

61

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education (Data Template)	View File

5.2.4 - Submission of assignments - Percentage of learners submitting assignments

54.43

5.2.4.1 - Number of learners enrolled in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar

301

File Description	Documents
Web-link to academic calendar of the Institution	Nil
List of programmes on offer	No File Uploaded
Web-link of assignments of programmes on offer	Nil
As per Data Template	View File
Any other relevant information	No File Uploaded

5.2.5 - Percentage of learners passed out term end examination

67.83

5.2.5.1 - Number of learners passed out the term end examination

78

File Description	Documents
List of programmes on offer	No File Uploaded
Web-link of examination schedule	Nil
Number of learners (only freshly enrolled)who have passed term end examination	No File Uploaded
As per Data Template	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year**

5

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at inter-university/state/national/international level during the year (Data Template)	View File

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

At the beginning of every academic year elections are held to constitute the Students' Council in accordance with the Lyngdoh Committee recommendations. It has representatives from each academic programme. It comprises the President, Vice President, General Secretary, Joint Secretary, Cultural Secretary, Sports Secretary,

Student Councillors of the Schools, and the BA English Councillor. The Students' Council elections give students hands-on experience of the democratic processes such as elections, functioning as people's representatives, and resolving issues through dialogue and discussion. Students conduct the entire election process with the help of the University administration: the General Body elects the Election Commission (EC), and the EC evolves the eligibility criteria for candidature by consulting the Lyngdoh Committee norms adopted by the UGC, drafts the code of conduct, ensures that the election schedule is scrupulously followed, handles complaints and grievances, works with faculty members to conduct the election, participates in the counting of votes, and declares the results. The Students' Council is a bridge between the student community and the University administration. It communicates students' grievances and seeks intervention from the administration in matters of concern.

File Description	Documents
Paste link for additional information	https://www.efluniversity.ac.in/NAAC/NAACTABLES/5.3.2_I.pdf
Upload any additional information	No File Uploaded

5.3.3 - Average number of sports and cultural events/competitions youth parliaments organised by the institution in which students of the Institution participated during the year

20

5.3.3.1 - Number of sports and cultural events organized at the institution during the year

14

File Description	Documents
Report of the event	No File Uploaded
Upload any additional information	No File Uploaded
Number of sports and cultural events / competitions organised per year (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services during the year

The University undertakes efforts to extend its links with the alumni, many of whom are well-placed, to activate the existing Alumni Association, and to co-opt the Alumni Association in its fund-raising and resource pooling initiatives. EFLUITES, the Alumni Association of the University, was established to achieve two objectives: (a) acting as a connecting link between the University and the world outside, and (b) fostering connections between the current students and the alumni. The Association positions itself as a platform for the members of the alumni to come together and network with other EFLUITES on professional and career-related topics. Currently, the number of registered alumni is 2,932. Formal and informal meetings are conducted with the Alumni whereby feedback on all aspects of the curricula and courses is received. The University uses the help of the alumni to support its students in their overall development. It also invites distinguished alumni: Professors M. L. Tickoo, V.D. Singh, B. N. Patnaik, Shreesh Chaudhary, K. P. Mohanan, and M. J. Das, among others, to address the students. A group of the University alumni, who are eminent scholars and teachers, are bringing out a collection of personal reflections on their experience as students of CIEFL.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

Vision: The English and Foreign Languages University, as a national institution with a global outlook, aspires to achieve excellence in the humanities, with special focus on language, literatures, and cultures.

Mission: The English and Foreign Languages University believes in advancing knowledge through innovative training, research, and extension education activities, in English and foreign languages, in the fields of teacher education and production of pedagogic materials, literature, language sciences, philosophy, and interdisciplinary humanities that includes collaboration with institutions of international excellence.

The University develops language proficiency tests, and promotes critical intercultural understanding of civilizations through its research. The University is committed to providing students with opportunities for holistic development through curricular and extracurricular activities, interaction with eminent personalities, creation of a gender-sensitive, differently-abled-friendly environment, and promoting a sense of social responsibility amongst students.

The goals of the University are realised through its unique programmes and courses on offer at the undergraduate, postgraduate, and teacher education programmes. It has created a University Research Acceleration Centre (RAC) that will develop new research initiatives and identify funded projects. The University has signed MoUs to provide international exposure to students through exchange programmes, collaborative research projects, and joint degrees with leading foreign universities.

File Description	Documents
Paste link for additional information	https://www.efluniversity.ac.in/VisionandMission.php
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

The University administration is decentralized at each tier, and members of the teaching and non-teaching staff participate in the decision-making processes:

- Several teachers have been appointed in administrative positions to ensure that there is an effective student support system, and that the administration is strengthened and

competent. The Vice Chancellor meets these administrators periodically to discuss matters related to academics and student issues, if any.

- Various Committees of the University are responsible for matters related to academics, examinations, admissions, and research activities and have teachers as members, thus ensuring administrative decentralization and participatory management
- Each School has a School Board with the members from the respective Departments, members from other Schools, and external experts, on rotation for a period of three years. They are entrusted with the responsibility of designing syllabi and curricula, monitoring teaching, research, and other academic activities, planning and organizing academic events, and initiating academic collaborations.
- Suggestion boxes have been set up at strategic places for students to voice their concerns anonymously. Their suggestions/concerns are addressed immediately, where possible.
- Student-faculty partnership is a key factor in the successful running of the Music Club, the English Club, the Innovation Club, and the Placement Club.

File Description	Documents
Paste link for additional information	https://www.efluniversity.ac.in/governance.php
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The University unveils its strategic plan through the meeting of the Academic Council and Executive council. One of the prominent initiatives was the launch of EnglishPro—a freely downloadable mobile app—that aims at developing English pronunciation English in a Bharatiya way. This was part of the University’s unique initiative—University Social Responsibility with a view to giving back to the

society. Another initiative was the design and delivery of Open Language Learning Resources (OLLRs), in selected foreign languages for those who wish to hone their language abilities. Coordinators were appointed for the design of modules and periodic reviews of these modules were done by experts.

Apart from these, the University has conducted interviews for promotion, under the Career Advancement Scheme, even during the pandemic, as planned earlier. Interviews for promotion of non-teaching staff, too, were held expeditiously.

A Core Committee was constituted to discuss the modalities of implementing the National Education Policy 2020 successfully at the University. Accordingly, a proposal for the revision of curriculum at the undergraduate and postgraduate levels was submitted. The Committee proposed introduction of two new multidisciplinary programmes—one each at the UG and PG levels—from the academic year 2022-23.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	http://ollr.efluniversity.ac.in/
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The academic and administrative bodies of the University such as the Executive Council, the Academic Council, School Boards, and the Board of Studies of each Department as well as various other Statutory committees function according to the Ordinances, Statutes, and Rules laid down in the University Ordinance 2016, approved by the Parliament.

Teachers are appointed as administrators. Their expertise is utilised in making policy decisions that promote student welfare. The Vice Chancellor holds meetings regularly with these teacher administrators. Further, various Committees are constituted that deliberate upon and make recommendations to the administration with regard to academic and non-academic matters.

Circulars and Office Orders and other important decisions/documents

are circulated to the student body, members of the teaching and non-teaching staff through WhatsApp groups to ensure swift dissemination of information. Circulars and Office Orders are also uploaded to the University website.

Track the Status of Your Ph.D. Thesis, a unique initiative of the University, is another measure that reflects effect and efficient administration.

The University has adopted all the service appointments related and other rules laid down by the Ministry of Education, Government of India, and the University Grants Commission. It strictly adheres to these policies, rules, regulations, and other norms.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the University webpage	https://www.efluniversity.ac.in/RTI/LINK_2/Organisational%20Chart.pdf
Upload any additional information	No File Uploaded

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	No File Uploaded
Screen shots of user interfaces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

EFLU follows a 360-degree evaluation system for its teachers. Teaching and research achievements, career development activities like Refresher/Orientation programme participation, student feedback, contribution to corporate and social life are important factors in performance appraisal. Teachers are provided travel grants to enable them to present papers at national and international conferences.

The University conducts personal promotion interviews at regular intervals and all eligible teachers have received the benefit of the Career Advancement Scheme.

Capacity-building programmes are conducted periodically to members of the non-teaching staff to get them ready for their roles at the next level. The University grants advances to the teaching and non-teaching staff for medical treatment, reimburses medical bills, and gives funeral expenses, in case of death of an employee. House building advances are given to the employees.

The University provides yoga classes (free of cost), free bicycles and gymnasias, for members of the teaching and non-teaching staff, and students. Competitions in music, and sports and games are regularly organized for the EFLU fraternity.

The Counselling Centre helps the EFLU fraternity address their psychological needs. The Creche, Guest House, Health Centre, Bank, ATM, children's playground, University park, and Utility Centre aid in ensuring welfare of the EFLU family.

File Description	Documents
Paste link for additional information	https://www.efluniversity.ac.in/student_welfare.php
Upload any additional information	No File Uploaded

6.3.2 - Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies publication and other academic incentives during the year

0.53

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File

6.3.3 - Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the year

4

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

4

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC or other relevant centres).	No File Uploaded
Reports of HRDC or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Average percentage of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year

28.3

6.3.4.1 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course)during the year

53

File Description	Documents
CIQA / IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGC HRDC or other relevant centers).	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development Programmes during the year (Data Template)	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

EFLU offers tailor-made/need-based, short-term intensive courses in English and selected foreign languages for the general public, the corporate sector, and teachers. These courses are designed by

experts of EFLU, who have decades of experience in the teaching and learning of English and foreign languages. The University offers these courses through its Centre for Consultancy and Language Training (CCLT), and Non-Formal Courses and Resources (NFCAR) and generates revenue through these courses.

The Centre for Translation and Interpretation was established in 2017 at EFL University, to meet the ever-growing demand for translation and interpretation services in the country. Tapping the expertise available within the university in English and selected foreign languages, the University is now extending translation and interpretation services as well. The Centre has taken up in translation and interpretation projects that generate revenue.

EFLU has been entrusted by the Ministry of External Affairs, GoI, with the responsibility of designing and organizing training programmes for international participants of different professions from over 90 countries. Experts of the University design on-site, face-to-face, and online training programmes. Progress to Proficiency and Professional-cum-Proficiency Courses are offered for twelve-/eight-weeks.

The University, thus, optimally utilises its human resources in mobilising funds.

File Description	Documents
Paste link for additional information	https://www.efluniversity.ac.in/annual_account.php
Upload any additional information	No File Uploaded

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

300

6.4.2.1 - Total Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) during the year (INR in Lakhs)

300

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from government bodies during the year (Data Template)	View File

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from non-government bodies/ individuals/ philanthropists during the year (Data Template)	View File

6.4.4 - Institution conducts internal and external financial audits regularly

Internal Audit: The Internal Audit Wing of the University conducts 'Concurrent Audit', scrutinizing all the transactions of expenditure that are both capital and revenue in nature, scrutiny of works contracts, outsourcing contracts, contractors' bills, payments to employees and pensioners and other important items of expenditure. This Internal Control System was certified by the Director General of Audit (Central) as adequate.

External Audit: The Annual Accounts Audit and the Transaction Audit is periodically conducted by the Office of the Director General of Audit (Central), Hyderabad.

File Description	Documents
Paste link for additional information	https://www.efluniversity.ac.in/annual_account.php
Upload any additional information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching-learning process, structures and methodologies of operations, and learning outcomes at periodic intervals.

The IQAC arranges for feedback from students, parents, and other stakeholders on quality-related institutional processes; develops and applies quality benchmarks/parameters for various academic and administrative activities of the University; and facilitates the creation of a learner-centric environment conducive to quality education (organizing inter- and intra-institutional workshops and seminars on quality-related themes and promotion of quality circles). It consolidates the University's performance appraisal on various parameters and makes it available to all the bodies of the University. It helps various departments in introducing new courses, adopting suitable pedagogies, and revising curricula.

The IQAC organizes seminars, workshops, and expert lectures on subjects related to the overall improvement of quality in administrative, financial, and academic matters.

The IQAC processes applications received from teachers for promotion under the Career Advancement Scheme (CAS), according to the prescribed norms of the University Grants Commission in a fair and transparent manner.

File Description	Documents
Paste link for additional information	https://www.efluniversity.ac.in/IQAC%20Minutes_Circular_Action%20Taken.pdf
Upload any additional information	No File Uploaded

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative

A. Any 5 or all of the above

Audit (AAA) and follow up action taken
Conferences, Seminars, Workshops on
quality conducted Collaborative quality
initiatives with other institution(s) Orientation
programme on quality issues for teachers and
studens Participation in NIRF Any other
quality audit recognized by state, national or
international agencies (ISO Certification,
NBA)

File Description	Documents
Paste web link of Annual reports of University	https://www.efluniversity.ac.in/annual_report.php
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

Academic Initiatives:

The University has established the Research Acceleration Centre (RAC) to boost the research activity; the Centre for Consultancy and Language Training (CCLT) to offer consultancy to various agencies in the teaching and learning of English and selected foreign languages; and the Centre for Translation and Interpretation (CTI) to meet the ever-growing demand for translation and interpretation services in the country.

Non-academic initiatives

The University has initiated the 'Meet a Leading Light' (MALL) programme for the benefit of student community, wherein selected students meet and interact with eminent personalities who have made a mark in their social/professional lives. Various Clubs such as the English Club, the Music Club, the Theatre Club have been set up to engage the students in cultural and literary activities.

Social Initiatives

As part of its University Social Responsibility (USR) initiative, live sessions on Facebook and YouTube were delivered to impart knowledge and skills related to the teaching and learning of English and foreign languages. Short films on Washing Hands and Maintaining Social Distance were produced; jingles on preventive measures against COVID-19 were aired by the Hyderabad FM radio. EnglishPro—a freely downloadable mobile app—to develop English pronunciation of Indian learners was launched.

File Description	Documents
Paste link for additional information	https://www.efluniversity.ac.in/RAC.php
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

The University brought into force Sensitisation, Prevention and Redressal of Sexual Harassment (SPARSH) through Ordinance 30. The Ordinance is based on the

Government of India's policy against Sexual Harassment.

SPARSH fulfils the directives of the Supreme Court enjoining all employees to develop and implement a policy against sexual harassment at the workplace. SPARSH upholds the commitment of the University to provide an environment free of gender-based discrimination, sexual harassment, and other acts of gender-based violence. Information about committee members is made available on all notice boards and the University webpage.

SPARSH has two Committees:

the University Complaints Committee (UCC)

the Apex Body of SPARSH (ABS)

Facilities for women on campus:

1. Counselling Centre:

The University counsellor visits the Campus twice a week and is on call 24/7, even during vacations.

2. Deputy Proctor (Woman)

The Deputy Proctor is on call 24/7.

3. Woman Staff in the Health Clinic

The University Health Clinic has permanent woman staff to address medical issues of women.

4. Provisions for Women Employees and Women Researchers

The University's women employees are granted Maternity and Childcare Leave. Women research scholars get 240 days of Maternity Leave with full fellowship during the period of their registration.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	Nil

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

File Description	Documents
Geotagged Photographs	No File Uploaded
Any other relevant information	No File Uploaded
as per data templates	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of

degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Being a Humanities University, EFLU does not generate a huge amount of solid, biomedical, or e-waste. However, the University has undertaken the following initiatives for waste management: The University has established a decompost plant for the proper disposal of its biodegradable waste. The compost generated is used to nourish hundreds of new saplings and fruit-bearing trees that were planted all over the campus in the four plantation drives taken up by the University since 2017. The non-degradable waste comprising damaged furniture, equipment, and e-waste is periodically auctioned for recycling. Sanitary pad incinerators have been installed on the Campus as a part of Swacch Bharat Abhiyan. The campus is a plastic-free zone. Leftover food in the hostel messes is given to a pig farmer for feeding the animals. Garbage bins have been placed at various points on the University Campus.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geotagged photographs of the facilities	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	No File Uploaded
Any other relevant information	No File Uploaded
as per data tempalets	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for

A. Any 4 or All of the above

greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Geotagged photos / videos of the facilities	No File Uploaded
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	No File Uploaded
as per data templates	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

C. Any 2 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded
as per data templates	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment 1. Built environment with ramps/lifts for easy access to classrooms. 2. Disabled-friendly washrooms 3. Signage

All 5 or any 4 of the above

including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material and screen reading

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The University has teachers from across the states of India. Further, studentenrollment also shows diversity in terms of states of their origin, their mother tongue, their educational backgrounds, and so on. Indian students learn and do research along with their counterparts from abroad and get opportunities to mingle with each other. The University regularlyorganizescultural eventson various occasions to develop tolerance, harmony, and mutual respect towards various cultural traditions in India as well as traditions of the participants from various other countries. In fact, the ITP programmes organized by the University stand out for its efforts towards tolerance and harmony towards cultural, regional, linguistic, and socio-economic diversities. Programmes such as PGDTE run by the School of Distance Education also offer opportunities to teacher-learners from across the country from various backgrounds to learn together.

The University celebrates national festivals and observes commemoration days such as the Republic Day, the Independence Day, Gandhi Jayanti, Ambedkar Jayanti, and Babu Jagjeevan Ram Jayanti to promote patriotism. The observance of Matribhasha Diwas helps students to reconnect to their linguistic roots. The activities organized in connection with the International Day of Yoga (21June) foster awareness on holistic health and well-being.

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The EFL University celebrates all important national days to inculcate respect towards important milestones in the birth and growth of our nation since independence.

The University celebrates the National Constitution Day on 26November every year to commemorate the adoption of the Constitution of India in 1949. The Vice Chancellor of the University

leads the University community in reading out the Preamble of the Constitution of India. A large number of students and the members of the teaching and non-teaching staff participate in the celebrations of the Constitution Day. The University proudly possesses a copy of the Constitution of India with the original signatures of some of the members of the Drafting Committee that is prominently showcased in the Ramesh Mohan Library. To remind the University community of its duties and responsibilities, the national tri-colour flies atop a 108-ft flagpole. The curricular structure of various programmes incorporates components that deal with constitutional values such as liberty, equality, fraternity, and social justice. The Departments of Education, Social Exclusion Studies, and other departments offer courses on human rights, inclusivity, understanding Indian society, and milestones of Indian social and political thought.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	Nil
Any other relevant information	Nil

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year

A. All of the Above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes etc., in support of the claims.	No File Uploaded
Any other relevant information	No File Uploaded
as per data templates	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The English and Foreign Languages University celebrates all the important national and International days in which various units of the University - students, members of the teaching and non-teaching staff - participate actively. Some of the events organized by the University every year are as follows:

08 March: International Women's Day

14 April: Ambedkar Jayanti

03 June: World Bicycle Day

05 June: World Environment Day

21 June: International Yoga Day

04 August: Nasha Mukt Bharat

04 August: National Handloom Day

15 August: Independence Day

29 August: Events associated with the Fit India Movement

05 September: Teacher's Day

15 September: Hindi Divas Samaroh

26 September: European Languages Day

02 October: Gandhi Jayanti

10 October: World Mental Health Day

31 October: Vigilance Awareness Week

11 November: National Education Day

26 November: Samvidhan Diwas

26 January: Republic Day

30 January: Martyr's Day

21 February: Matribhasha Diwas

File Description	Documents
Annual report of the celebrations and commemorative events for the last completed academic year	https://www.efluniversity.ac.in/annual_report.php
Geotagged photographs of some of the events	Nil
Any other relevant information	Nil

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Title

University Social Responsibility (USR)

Objectives

To create socially responsible students who are aware of their responsibilities beyond the university walls.

Context

USR is a platform that helps universities bring to fruition their responsibility towards society, and enliven engagement with the community.

Practice

Launched i) EnglishPro—a freely downloadable mobile app—for learning English pronunciation ii) free online Open Language Learning Resources in five foreign languages

Evidence of Success

More than ten thousand learners of English have downloaded the EnglishPro app since its launch.

Problems Encountered/Resources Required

Problems related to navigation were identified and solved.

II

Title

University-Industry Hub and Finishing School

Objective

To develop meaningful partnership with industry; identify its requirements; to conduct training programmes accordingly

Context

The need to address the asymmetry between student qualifications and job-market requirements through interactions between employers and prospective employee

Practice

The University-Industry Hub has contacts organizations and identifies the requirements of prospective employers. The Finishing School conducts workshops and short-term training programmes accordingly.

Evidence of success

The partnership between the University-Industry Hub and the Finishing School is evident from the placements of students.

Problems encountered/resources required

The pandemic forced the University to conduct training sessions online, which all students could not attend.

File Description	Documents
Best practices in the Institutional web site	https://www.efluniversity.ac.in/usr.php
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

EFLU, an exclusively humanities university, excels in the teaching and learning of English and selected foreign languages. It is a nodal agency for teacher training, and has trained teachers, teacher educators, and teacher administrators, from India and abroad, in collaboration with agencies such as the Regional English Language Office, the British Council, and the Ministry of External Affairs, Government of India.

The University moved beyond teacher training into corporate training by establishing a Centre for Consultancy and Language Training (CCLT). The Centre has been organizing short and need-based training programmes for the government, public sector undertakings, and corporate houses. The Research Acceleration Centre (RAC) is established to sustain a lively relation between teaching and research.

The University made a significant contribution to the country-wide classroom programme produced by the Educational Multimedia Research Centre (EMMRC). The University contributes regularly to the SWAYAM/MOOCs courses and creates e-content for educational purposes.

Digital Passageways, the University's digital intervention to promote and preserve non-mainstream cultures of the country, is creating digital maps of these cultures and encouraging their study. An archive of minority cultures is being created along with the theoretical tools to analyse these cultures and their cultural production.

File Description	Documents
Best practices in the Institutional web site	https://www.efluniversity.ac.in/digital_passage.php
Any other relevant information nuyg80i0	Nil