



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

EWING CHRISTIAN COLLEGE (AUTONOMOUS)

**GAUGHAT, MUTTIGANJ, PRAYAGRAJ, UTTAR PRADESH, PIN- 211003
211003**

www.ecc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

College motto is a verse adopted from the Holy Bible, which states that –

"STUDY TO SHOW THYSELF APPROVED UNTO GOD."

The college motto, derived from the Holy Bible and emphasizing self-improvement in the eyes of God, underscores the institution's focus on holistic development rather than just academic knowledge. The curriculum combines compulsory subjects with extracurricular options to promote a well-rounded education. Programs like the Gandhi Prarthana Samaj and lectures on comparative religion instill values like truth, non-violence, and tolerance. Initiatives like the Tarun Shanti Sena and exchange programs with overseas institutions foster global understanding and cooperation.

The college constantly updates its syllabi to align with industry needs and encourage employability, innovation, and research. The emphasis on competitive exam preparation and teacher training equips students for diverse career paths. Teaching methods blend traditional lectures with interactive activities like seminars, projects, and industry visits. Efforts to integrate e-learning technologies aim to enhance the teaching-learning experience.

Faculty members engage in research projects on relevant topics like Green Chemistry and Biodiversity Conservation, enriching the curriculum with cutting-edge knowledge. The curriculum is designed to address societal and national development needs, preparing students for roles in education, technology, administration, and management. Add-on courses and diploma programs further enhance students' skills and employability.

The college maintains strong ties with alumni and prestigious institutions, facilitating networking opportunities and showcasing student achievements. The active involvement of alumni and successful graduates in interacting with current students creates a supportive community. The college's commitment to nurturing well-rounded individuals who can contribute to regional, national, and global progress is evident in its comprehensive educational approach.

By fostering a culture of continuous improvement, collaboration, and global awareness, the college aims to produce graduates who are not only academically competent but also socially responsible and adaptable to a rapidly changing world. Through a blend of academic rigor, values education, and practical skills development, the institution strives to empower students to make meaningful contributions to society and excel in their chosen fields.

Vision

"To serve the Church and the Nation by providing for the development of students and others in the college through the sharing and advancement of knowledge, and the building of character through Christian witness and example, so that as citizens, they may realize the dream of the nation builders as enshrined in the constitution, and become instrumental in ushering in a society based on the principles of Justice, Liberty, Equality and Fraternity, and foster international collaboration with countries sharing the vision."

Mission

“Ewing Christian College aspires to be graded within a decade as one of the top ten colleges of the country by bringing about paradigm shift in its educational programme through transformation of its Teacher-centric subject-specific learning approach to Student-centric holistic learning approach, with teachers as facilitators encouraging development of faculty of independent enquiry, innovation and entrepreneurship amongst its students, with an aim to prepare them as future thought leaders in all walks of life affirming to uphold, propagate and realize, as a true nationalist, the ideals of the Republic envisioned in the Constitution.”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Ewing Christian College in Prayagraj boasts a significant institutional strength in its comprehensive and diverse curriculum, offering a broad spectrum of educational programs to students. With a rich array of 59 programs encompassing 1118 courses, the college provides students with the opportunity to delve into various disciplines and acquire multidisciplinary skills. This extensive curriculum is meticulously crafted to cultivate graduates who are not only versatile and employable but also proficient in their respective fields. The college's distinctive approach emphasizes practical experience alongside theoretical knowledge, ensuring that students are well-equipped to tackle real-world challenges and seize opportunities.

Moreover, Ewing Christian College showcases a steadfast commitment to continuous improvement by regularly evaluating and refining its curriculum to meet the evolving needs of local, national, and global communities. By establishing clear program and course outcomes, the college assesses learning achievements with a focus on integrating ethics, social responsibility, gender sensitivity, and sustainability across departments. This holistic educational approach not only equips students with academic knowledge but also instills a sense of responsibility towards society and the environment.

Another notable strength of the college lies in its research-oriented learning environment, which is emphasized at both undergraduate and postgraduate levels. Through mandatory project work, dissertations, and guided research opportunities, students are encouraged to delve into scholarly pursuits and contribute to knowledge creation in their respective fields. The provision of research facilities and mentorship from faculty members further enriches the research ecosystem at the college.

Additionally, Ewing Christian College offers robust infrastructure and learning resources to bolster student development and holistic growth. Equipped with state-of-the-art classrooms, laboratories, computer facilities, and sports amenities, the college fosters an environment conducive to academic excellence, cultural enrichment, and physical well-being. The institution's emphasis on student support services, including academic assistance for slow learners, guidance for competitive examinations, and placement services, underscores its dedication to nurturing student progression and success.

In conclusion, Ewing Christian College's strengths in its comprehensive curriculum, practical learning experiences, research-oriented approach, infrastructure facilities, and student-centric support services collectively create a vibrant educational environment that nurtures academic excellence, personal growth, and societal engagement.

Institutional Weakness

Ewing Christian College in Prayagraj encounters significant challenges that need to be addressed to enhance its educational offerings, student experiences, and overall institutional effectiveness. One prominent challenge is adapting to the dynamic job market and ensuring the quality and relevance of its programs. Despite offering a diverse and comprehensive curriculum, the college must continually align its educational offerings with the evolving demands of industries and employers. This necessitates staying updated on emerging trends, technologies, and skill requirements across various sectors to equip students with the necessary competencies for successful career pathways.

Moreover, limited resources present a significant hurdle for the college, affecting its capacity to enhance infrastructure, research facilities, and student support services. Adequate funding is vital for sustaining high-quality education, updating learning resources, and providing a conducive learning environment for students. Resource constraints may impede the institution's ability to expand programs, improve existing facilities, and cater to the diverse needs of the student population effectively.

Ensuring quality and relevance in programs is critical for meeting educational objectives and stakeholder expectations. The college must address any gaps in curriculum design, teaching methodologies, or assessment practices to uphold academic standards and enhance learning outcomes. Continuous monitoring and evaluation of program effectiveness are essential for identifying areas needing improvement and implementing necessary changes to enhance the educational experience for students.

Amid these challenges, Ewing Christian College must focus on leveraging technology effectively to overcome limitations and enhance educational delivery. Embracing digital tools, online learning platforms, and innovative teaching methods can bridge resource gaps and offer students engaging and interactive learning experiences. By investing in technology-enabled solutions, the college can address infrastructure shortcomings, improve access to information, and enhance educational outreach, ultimately elevating the overall quality of education provided to students.

In conclusion, addressing challenges related to adapting to the job market, limited resources, program quality, and technology integration is crucial for Ewing Christian College to bolster its educational offerings, enrich student experiences, and fortify its institutional effectiveness.

Institutional Opportunity

Ewing Christian College in Prayagraj is strategically positioned to capitalize on various opportunities for expansion, collaboration, and technological advancement to enrich the educational experience for its students. A key aspect is aligning the college's programs with the changing job market to ensure graduates have the essential skills for successful careers in various sectors.

The college has the potential to broaden its program offerings, research initiatives, and infrastructure development. The recent introduction of Ph.D. programs in nine departments marks a significant stride towards academic excellence, paving the way for further progress in research opportunities. Partnering with industry stakeholders, research institutions, and educational entities can promote knowledge sharing, collaborative projects, and enhanced learning experiences for students.

Adopting technology offers a significant opportunity for Ewing Christian College to address resource

constraints and improve educational delivery. By incorporating digital tools, online platforms, and innovative teaching methods, the college can establish interactive learning environments that cater to diverse student requirements. Deploying e-learning solutions can enhance educational accessibility, particularly during disruptive events like the COVID-19 pandemic.

Furthermore, the college can seek ways to enhance student support services, career guidance, and placement assistance to facilitate comprehensive student development and successful transitions into the workforce. Strengthening ties with alumni networks, industry partners, and government agencies can create opportunities for internships, job placements, and skill development programs aligned with industry needs.

In conclusion, Ewing Christian College has a wealth of opportunities for expansion, collaboration, and technological progress that can elevate the educational journey for its students. By embracing emerging trends, expanding academic offerings, fostering research partnerships, and enhancing student support services, the college can solidify its position as a premier institution committed to academic excellence and student achievement.

Institutional Challenge

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1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Ewing Christian College in Prayagraj provides an extensive educational program offering 59 programs, comprising of 1118 courses. This diverse curriculum enables students to explore various disciplines and acquire multidisciplinary skills, with a strong focus on producing graduates who are versatile, employable, and skilled. Practical experience is seamlessly integrated into many courses alongside theoretical knowledge, with undergraduate students required to undertake Ability Enhancement courses in languages, communication skills, and environmental sciences, along with field-specific Skill Enhancement Courses.

The college regularly reviews its curriculum to ensure it meets the needs of the local, national, and global communities, maintaining contextual relevance. Program and course outcomes are established to assess learning achievements, with an emphasis on integrating ethics, social responsibility, gender sensitivity, and sustainability across departments. For instance, programs such as B.Sc. Botany and Zoology incorporate courses in Ecology, Environment, and Toxicology to foster environmental stewardship while applying theoretical concepts practically.

In addition to its standard programs, the college offers a value-added Diploma in Laboratory Technology (DLT) program, providing practical expertise in the field. During the academic year 2020-21, a new milestone of academic excellence was achieved, which ushered in a cohort of scholars across nine departments where Ph.D. programs were introduced. Research-oriented learning is also emphasised at both undergraduate and postgraduate levels through mandatory project work, dissertations, and guided research opportunities, facilitated by advanced research facilities and mentorship from faculty members.

To ensure continuous improvement, the college has implemented a well-defined Policy on Feedback Mechanism, systematically collecting inputs from key stakeholders like students, teachers, alumni, and employers through various channels. This feedback is analysed and published on the college website for transparency and enhancement purposes.

While the college boasts numerous strengths such as a comprehensive curriculum, a choice-based credit system, and integration of cross-cutting issues, it also faces challenges such as adapting to the changing job market, limited resources, and ensuring quality and relevance in its programs. However, there are ample opportunities for expansion, collaboration, and leveraging technology to overcome these challenges and further enhance the educational experience for students.

Teaching-learning and Evaluation

Ewing Christian College, Prayagraj is committed to quality enhancement and aims at excelling in all fields. Efforts have been taken to attract students from within and outside the state. The teaching-learning and evaluation processes are planned in advance and executed in accordance with the academic calendar. Assessment of the learning levels of the students is done by the teachers in the classrooms during lectures and

through a wide range of continuous assessment components that include Daily Home Assignments, Class Assignments, Seminars and Group Discussions. Specific teaching-learning methodologies oriented to the needs of slow learners, especially new age technological methods to make learning more engaging and relatable are implemented. Faculty members regularly review the academic progress and counsel students to improve their performance to ensure their academic growth. Feedback is obtained from students to ensure that teaching is student-centric. The Internal Quality Assurance Cell conducts quality audit and conducts programmes for improving the quality of teaching. Use of ICT & E-resources by students is encouraged. Modern multimedia teaching aids like LCD projectors and internet enabled computer systems are available in most of the class rooms and other learning centres namely laboratory, library etc. To cultivate broad intellectual outlook, students are required to enrol every semester for AEC/SEC courses. The College has a vibrant Mentorship Program. The course teachers prepare unit-wise teaching plan with a description of the timescale. The teaching plan for each course visualizes the plan of the teacher to make each class more informative, interesting, analytical and resourceful. The Covid-19 pandemic threw up new vistas of online teaching and learning, thereby ensuring continuity and a change in the learning process. One of the key components of semester system is an on-going assessment of students so that they are fully aware of their academic status so that they can work hard and prepare themselves accordingly. Keeping this in mind the college has put in place a tutorial Examination for all non-practical subjects. This is very helpful for students because it encourages constant academic pursuit and also enables the students to remain in touch with the subject on a regular basis. The college has good students' pass percentage during last five years which justifies effective teaching-learning and evaluation mechanisms.

Research, Innovations and Extension

This criteria covers the following seven sections:

- **Promotion of Research and Facilities** which is important part of the institution. Institution has well defined research policies to create research environment among faculties and research students. The college has provision to provide seed money to the individual faculty members for the growth of their research. But from last few years no seed money is given due to some constraints. Few faculty members of the college have been received National fellowships for their advance studies or research.
- **Resource Mobilization for Research** which is primarily about the grants received to faculty members from various Government and non-governmental agencies for research projects. In the last five years our faculty members have been received a good number of project grants (presently 7 are active), mainly from UGC and DAE- BRNS, for the growth of their research activity.
- **Innovation Ecosystem** which focuses various activities such as workshops, seminars, conferences etc conducted by various faculties or Departments of the college. Two patents have been awarded to the faculty members of the institute in the last five years.
- **Research Publications and Awards** by the various departments have been published very good number of Research Publications (242), Books and Book-Chapters (88) along with the uncompromising basic education and teaching. The dissertation writing practice of PG students also contributes to our research orientation. Nearly fifty research scholars have been joined and started their research work in various departments.
- **Consultancy facility** is also provided to the nearby universities and institutions through which some revenue has been generated. The revenue generated by the consultancy has been utilizing to maintain and training purpose.
- **Extension Activities** are helping the students to become responsible citizens. In this institution a variety of societies put a lot of efforts to organizing and carrying out outreach programmes. Approximately hundreds of activities with more than ten thousand students have been done in the last 5 years.

- **Collaboration** activities are dynamic for the research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work. The institute is always open to have MoUs with other universities and institute.

Infrastructure and Learning Resources

There is no dearth of space when it comes to accommodating various Departments/Centers in this century old college. The college has allotted separate blocks for most of the programs. The Department of Physics, Chemistry, Botany, Zoology, Ancient History, Physical Education, Teacher Education have separate buildings. The Main building constitutes of Department of Hindi, Urdu and Economics apart from the administrative office. The Princeton accommodates the Department of Geography, Sanskrit, English and Political Science while the Department of Philosophy, Medieval History and Psychology occupy the East Hall. There are a total of 65 classrooms in the college and 38 of them are LCD facilitated. A total of 49 Laboratories are available in which three quarters belong to the science stream. In addition to this there are nine computer Laboratories and the access of computer by students is in the ratio of 1:10.

It is to be noted that during the testing times of COVID, teaching was taken up in the online mode. The young and vibrant faculty members, with computer awareness, were able to cope up the situation however the elderly members had challenging times. This was resolved by the Administration through setting up special infrastructure with provisions of transmitting the live sessions via zoom with dedicated computer personnel for assistance.

Ewing Christian college is committed and constantly endeavors not only to provide class room teaching but to create an environment to enable the all round development of students by providing the various resources. It offers adequate facilities for cultural and sports activities apart from the regular learning process. A spacious Multi-Purpose Hall named Tooker Hall is available for the students to organize and participate in co-curricular, recreational and cultural activities like folk song, folk dance, rangoli, nukkad-natak, competitions, etc. to promote rich cultural heritage of the country. The same has been utilized by the staff members to conduct various Seminars/Conferences and other academic activities. The auditorium, having a seating capacity of 500 persons, is well equipped with all necessary audio system for the conduct of various programs. In addition to this the college has an ICT enabled Conference hall and a Seminar hall. These facilities have a generator for power back-up just like the rest of the campus.

The college gives as much as importance to sports as studies and It takes more pride in showcasing its infrastructure. The outdoor sports facilities comprise of a football field, Lawn Tennis court, Volley ball courts, basketball court, cricket pitch, shuttle badminton courts, Kho Kho ground, etc. Indoor arrangements include of a badminton court, table tennis and a gymnasium. Students from the neighboring schools/colleges make use of the infrastructural facilities provided by the college. Various District level sport events and tournaments are conducted at regular basis.

Student Support and Progression

Students are the primary stakeholders of the institution and the institution has been evolving measures like student empowerment, inclusive practices and skill development which are student supportive and student centric. The practice of social inclusion, financial incentives and welfare measures has been internalized in the institutional processes. The prospectus containing the different student scholarship and student services is given

to all those who aspire to join the college. The student support services are displayed on the institutional website and updated regularly. Academic support for slow learners and advanced learners exist along with guidance to face several competitive examinations. Several co –curricular, extra – curricular and sports activities are being conducted to facilitate holistic development of the student and emerge as a socially matured individual. Some of the students have cleared national level competitive examinations and either have progressed to higher levels of learning or employment. Placement services are offered in the college for outgoing students offered campus recruitments.

Several students have represented state and University in various competitions. Students have excelled in cultural, science, commerce and other activities. The college magazine and wall magazines in a few departments have encouraged several students to hone their expressions and creativity skills by contributing articles on contemporary developments spanning social, educational, economical and political arenas. The college ensures the prompt application schedule and payment of SC/ST/OBC scholarship provided by the State Government and the Government of India. The total number of students benefitted by the different scholarships available in the college The alumni of the college have been actively involved in various events of the college either as resource persons, judges or facilitators for extra-curricular activities.

Governance, Leadership and Management

The college is run by Ewing Christian College Society which aims to serve the local community and the nation at large by providing for the development of students through knowledge and character building. Further, it envisages to be a leading educational institution which brings about paradigm shifts in educational programmes and teaching pedagogy.

- Participative management is in the culture of college and practices at various levels.
- Institutions perspective plan focuses on advancement in Teaching and learning, Research and development, Community engagement, Human resource planning and development, Industry interactions etc.
- e- governance is employed in the area of Administration, Finance and Accounts, Student Admission and Support, Examination
- The institution is oriented to the welfare of both the teaching and non-teaching staff. Efforts are made by the College to enhance the professional development of teaching and non-teaching staff.
- Many faculty members have undergone various Faculty development programmes, Orientation course, Refresher course and training programmes.
- The finances of the college is managed by the Bursar of the college in consultation with the Principal under the overall supervision of the Finance Committee of the Board of Directors of the Ewing Christian College Society. Finance committee acts as an advisory and approving body for all the financial matter of the college. Internal & External Audit
- The mobilisation of funds aims at meeting the financial requirements for developing and maintaining a holistic development of the students, welfare of staff and for overall prospective growth of institution. The college has a well- developed mechanism to monitor effective and efficient use of financial resources.
- IQAC monitors and evaluates the academic and administrative activities of the institution and suggests measures for its enhancement of quality.

- The institution aims to review its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals by conducting External Academic Audit and feedback from various stakeholders. Faculty members are encouraged to practice mode of Blended Learning to enhance the quality of teaching learning process.

Institutional Values and Best Practices

The college promotes gender equity through academic and extra-curricular activities. There are policies/ teams/ facilities in the campus that bolster gender equality. The institution has solar energy lights and usage of LED bulbs help in energy conservation. The college segregates the waste it generates; it disposes of waste in a timely and appropriate manner. The college is environmentally conscious, maintains its green space and discourages use of plastic. It has regular staff dedicated to the upkeep of flora and fauna that covers a large part of the college campus. It restricts the entry of automobiles, and has green landscaped gardens. The college is differently-abled friendly. It has ramps and lifts and provides human and mechanized assistance wherever needed. It promotes tolerance and harmony towards all diversities whether they be linguistic or gender. It celebrates festivals and organizes programmes that facilitate feelings of oneness and inclusion. It has bodies that safeguard all college stakeholders against discrimination. The college sensitizes students and employees toward their constitutional obligations. It organizes many activities year-round to inculcate values of responsible citizenship as reflected in the constitution. To further these aims the college also has a prescribed code of conduct for students, teachers, and other staff that help them understand and adhere to appropriate modes of behaviour at the workplace. The code of conduct handbook is displayed on the website. There is also a committee to monitor the principles. The college runs two programmes as its best practices. The first practice is Compulsory Spoken English & Personality Development which aims to support the enhancement of spoken English ability of our students. The second practice Compulsory Computer Awareness Programme helps our students acquire important information and communication technology skills. The institution distinguishes itself in one important area: it organizes its student body election following the recommendations of Lyngdoh commission which makes the overall process of election much more conducive to the day-to-day teaching-learning activities of the college.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	EWING CHRISTIAN COLLEGE (AUTONOMOUS)
Address	Gaughat, Muttiganj, Prayagraj, Uttar Pradesh, PIN-211003
City	Prayagraj
State	Uttar pradesh
Pin	211003
Website	www.ecc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	A. S. Moses	0532-2413645	9415316957	-	principal@ecc.ac.in
Associate Professor	Vineeta John	-	9335023716	-	vineetajahn@rediffmail.com

Status of the Institution	
Institution Status	Grant-in-aid , Self Financing and Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority letter from State Government compressed.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-07-1902
Date of grant of 'Autonomy' to the College by UGC	01-01-1970

University to which the college is affiliated		
State	University name	Document
Uttar pradesh	University of Allahabad	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	23-10-2003	9999	Permanent Validity

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	19-05-2006
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Gaughat, Muttiganj, Prayagraj, Uttar Pradesh, PIN- 211003	Urban	11.26059	4608.42

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Botany,	36	Intermediate	English,Hindi	300	300
UG	BSc,Botany, Microbiology	36	Intermediate	English,Hindi	60	60
UG	BSc,Botany, Biotechnology	36	Intermediate	English,Hindi	60	40
UG	BSc,Chemistry,	36	Intermediate	English,Hindi	480	480
UG	BA,Mathematics,	36	Intermediate	English,Hindi	40	27
UG	BSc,Mathematics,	36	Intermediate	English,Hindi	480	442
UG	BSc,Physics,	36	Intermediate	English,Hindi	480	469
UG	BSc,Physics, Bio Physics	36	Intermediate	English,Hindi	60	50
UG	BSc,Statistics,	36	Intermediate	English,Hindi	60	58
UG	BA,Statistics,	36	Intermediate	English,Hindi	40	27
UG	BSc,Zoology	36	Intermediate	English,Hindi	260	260
UG	BA,Ancient History,	36	Intermediate	English,Hindi	240	238
UG	BA,Economics,	36	Intermediate	English,Hindi	240	240
UG	BA,Education,	36	Intermediate	English,Hindi	240	119
UG	BA,English,	36	Intermediate	English	260	257
UG	BA,Geography,	36	Intermediate	English,Hindi	110	108

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UG	BA,Hindi,	36	Intermediate	Hindi	240	202
UG	BA,Philosophy,	36	Intermediate	English,Hindi	160	147
UG	BA,Political Science,	36	Intermediate	English,Hindi	160	160
UG	BA,Psychology,	36	Intermediate	English,Hindi	110	110
UG	BA,Medieval History,	36	Intermediate	English,Hindi	160	159
UG	BA,Physical Education,	36	Intermediate	English,Hindi	50	25
UG	BA,Sanskrit,	36	Intermediate	Hindi,Sanskrit	160	44
UG	BA,Urdu,	36	Intermediate	Hindi,Urdu	50	4
UG	BEd,Bachelor Of Education,Science Arts Commerce	36	Intermediate	English,Hindi	100	99
UG	BSc,Center For Computer Science,Computer Application	36	Intermediate	English,Hindi	60	60
UG	BSc,Electronics,	36	Intermediate	English,Hindi	60	60
UG	BCA,Bachelor Of Computer Application,	36	Intermediate	English,Hindi	150	147
UG	BCom,Bachelor Of Commerce,	36	Intermediate	English,Hindi	60	60
PG	MSc,Botany, Botany	24	Graduate	English,Hindi	30	20
PG	MSc,Chemistry, Chemistry	24	Graduate	English,Hindi	30	24

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PG	MSc,Mathematics,Mathematics	24	Graduate	English,Hindi	40	18
PG	MA,Mathematics,Mathematics	24	Graduate	English,Hindi	10	0
PG	MSc,Physics,Physics	24	Graduate	English,Hindi	30	10
PG	MA,Statistics,	24	Graduate	English,Hindi	10	0
PG	MSc,Statistics,Statistics	24	Graduate	English,Hindi	20	0
PG	MSc,Zoology,Zoology	24	Graduate	English,Hindi	30	24
PG	MA,Ancient History,Ancient History	24	Graduate	English,Hindi	50	13
PG	MA,Economics,	24	Graduate	English,Hindi	50	0
PG	MA,Education,Education	24	Graduate	English,Hindi	50	2
PG	MA,English,English	24	Graduate	English	50	30
PG	MA,Geography,Geography	24	Graduate	English,Hindi	50	7
PG	MA,Hindi,Hindi	24	Graduate	Hindi	50	4
PG	MA,Philosophy,Philosophy	24	Graduate	English,Hindi	50	10
PG	MA,Political Science,Political Science	24	Graduate	English,Hindi	50	8
PG	MA,Psychology,	24	Graduate	English,Hindi	30	0
Doctoral (Ph.D)	PhD or DPhil ,Botany,Bota	60	Post Graduate	English,Hindi	4	1

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Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	60	Post Graduate	English,Hindi	10	5
Doctoral (Ph.D)	PhD or DPhil ,Physics,Physics	60	Post Graduate	English,Hindi	14	0
Doctoral (Ph.D)	PhD or DPhil ,Economics,Economics	60	Post Graduate	English,Hindi	3	3
Doctoral (Ph.D)	PhD or DPhil ,English,English	60	Post Graduate	English	4	0
Doctoral (Ph.D)	PhD or DPhil ,Geography,Geography	60	Post Graduate	English,Hindi	4	0
Doctoral (Ph.D)	PhD or DPhil ,Philosophy,Philosophy	60	Post Graduate	English,Hindi	2	2
Doctoral (Ph.D)	PhD or DPhil,Political Science,Political Science	60	Post Graduate	English,Hindi	2	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				32				49			
Recruited	0	0	0	0	22	10	0	32	21	7	0	28
Yet to Recruit	1				0				21			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				11			
Recruited	0	0	0	0	0	0	0	0	8	3	0	11
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						81
Recruited	30		4		0	34
Yet to Recruit						47
Sanctioned by the Management/Society or Other Authorized Bodies						69
Recruited	66		3		0	69
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	22	10	0	13	5	0	50
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	2	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	15	10	0	25
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	22	12	0	34
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	30		19		49

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Self Study Report of EWING CHRISTIAN COLLEGE (AUTONOMOUS)

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	789	155	0	0	944
	Female	682	76	0	0	758
	Others	0	0	0	0	0
PG	Male	52	0	0	0	52
	Female	106	2	0	0	108
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	10	0	0	0	10
	Others	0	0	0	0	0
Diploma	Male	29	0	0	0	29
	Female	2	0	0	0	2
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	35	37	54
	Female	1	25	21	24
	Others	0	0	0	0
ST	Male	0	1	0	3
	Female	0	2	2	2
	Others	0	0	0	0
OBC	Male	452	379	294	448
	Female	445	354	238	320
	Others	0	0	0	0
General	Male	413	450	753	717
	Female	481	412	628	600
	Others	0	0	0	0
Others	Male	18	30	7	12
	Female	17	45	12	26
	Others	0	0	0	0
Total		1832	1733	1992	2206

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Ancient History	View Document
Bachelor Of Commerce	View Document
Bachelor Of Computer Application	View Document
Bachelor Of Education	View Document
Botany	View Document
Center For Computer Science	View Document
Chemistry	View Document
Economics	View Document
Education	View Document
Electronics	View Document
English	View Document
Geography	View Document
Hindi	View Document
Mathematics	View Document
Medieval History	View Document
Philosophy	View Document
Physical Education	View Document
Physics	View Document
Political Science	View Document
Psychology	View Document
Sanskrit	View Document
Statistics	View Document
Urdu	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Ewing Christian College is dedicated to promoting interdisciplinary and multidisciplinary learning to enhance students' ability to understand and address
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	<p>complex issues. This is achieved through a diverse range of courses for arts and sciences students, enabling them to tailor their own combinations based on their interests and goals. Our commitment to interdisciplinary learning is evident in courses offered by departments such as Botany, Biophysics, Biotechnology, Electronics, and Microbiology, which require the application of multiple disciplines to solve challenging problems. In addition to our varied course offerings, we also require students to take Ability Enhancement Courses (AEC) and Skill Enhancement Courses (SEC) to encourage the pursuit of knowledge beyond their chosen disciplines. The curriculum includes:</p> <ul style="list-style-type: none"> - Encouragement of diverse combination of courses for arts and sciences students. - Emphasis on interdisciplinary learning through courses offered by the departments such as Botany, Biophysics, Biotechnology, Electronics and Microbiology. - Mandated Ability Enhancement Courses (AEC) and Skill Enhancement Courses (SEC) for multiple disciplines. - Promotion of experiential learning opportunities through internships, research projects, and industry collaborations. - Integration of technology and innovation in the curriculum to prepare students for the demands of the modern workforce. - Support for independent study and personalized academic pathways to cater to individual interests and career goals.
2. Academic bank of credits (ABC):	<p>The Academic Bank of Credits (ABC) is a groundbreaking initiative by the University Grants Commission (UGC) and the Ministry of Education, designed to enhance student mobility and flexibility within the higher education system. This innovative platform, based on the robust DigiLocker framework developed by the National e-Governance Division (NeGD) of the Ministry of Electronics and Information Technology (MeitY), enables students to digitally store and transfer their academic credits earned from various higher education institutions registered with ABC. Through ABC, students can aggregate credits from different courses and institutions to obtain degrees, diplomas, or certificates, thereby fostering a more adaptable and personalized educational experience. Ewing Christian College, as an autonomous institute, has wholeheartedly embraced the ABC program and has</p>

	<p>obtained the esteemed National Academic Depository ID number NAD014558. In line with this commitment, Lieutenant Dr. Amitabh Shad has been appointed as the Nodal Officer of the Academic Bank of Credits for the college. Students interested in participating in the ABC program are encouraged to visit the official website at https://www.abc.gov.in/about.php for comprehensive details and registration. The Academic Bank of Credits (ABC) offers: - Seamless digital storage and transfer of academic credits across registered higher education institutions. - Flexibility for students to accumulate credits from diverse courses and institutions towards their academic qualifications. - Empowerment of students to personalize their educational journey by leveraging accumulated credits. - Enhanced mobility and adaptability within the higher education system through the ABC initiative.</p>
<p>3. Skill development:</p>	<p>Ewing Christian College is committed to offering a variety of Skill Enhancement Courses (SEC) aimed at honing essential skills and empowering students to succeed in their professional and personal lives. These SECs, mandated by the University Grants Commission, provide valuable opportunities for individuals to develop and improve the skills required to thrive in their chosen fields. The courses draw on best practices from education, psychology, social work, career counseling, sports, and technology training, ensuring a comprehensive and practical approach to skill development. Recognizing the existing gap in basic skills among graduates in our region compared to industry standards, we, as educators, are dedicated to equipping our students with the essential skills demanded by the industry. Ewing Christian College integrates life skills, technical expertise, and professional competencies into its holistic education approach, striving to provide the necessary infrastructure and environment for this endeavor at all levels. In line with our commitment to enhancing the value of undergraduate degree programs, the College offers the following Certificate programs of two Credits, which are compulsory for all students enrolling at the College: - Spoken English and Personality Development. - Computer Awareness. - Research Methodology. - General Science and Quantitative Aptitude. - Travel</p>

	and Tourism. - General Awareness and Mental Ability. In addition to these, each department of the college offers discipline-specific skill enhancement courses in the last semester of undergraduate courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Ewing Christian College recognizes the profound significance of the Indian knowledge system, which is deeply rooted in millennia of diverse and rich wisdom. The college is dedicated to equipping students with a comprehensive understanding of the world and preparing them for their future careers by incorporating the Indian knowledge system into its curriculum. This integration involves offering courses that center on Indian philosophy, literature, and culture. These courses not only immerse students in India's historical and cultural context but also underscore its substantial contributions to the global landscape. For instance, the English Studies program may delve into the works of esteemed Indian authors like Raja Rao, R K Narayan, and A K Ramanujan. Furthermore, all departments at Ewing Christian College, particularly the Humanities and Social Sciences, feature courses with a mandatory component focused on India and its cultural heritage. These pedagogical approaches are thoughtfully crafted to engage students and cultivate a profound understanding of the subject matter. For example, a class on Indian philosophy may utilize storytelling to elucidate complex concepts like karma and dharma, enhancing the learning experience and accessibility. The courses across various programs include: - Emphasizing the historical and cultural context of India through dedicated courses. - Showcasing the contributions of Indian literature and philosophy to the global intellectual heritage. - Integrating mandatory components focused on India and its cultural heritage across departments. - Employing innovative teaching methods, such as storytelling, to elucidate complex concepts from Indian knowledge systems.
5. Focus on Outcome based education (OBE):	OBE focuses on tangible learning outcomes, aligning the curriculum with graduate goals for high-quality education. It emphasizes essential skills and knowledge for real-world success, guiding curriculum content and instructional methods to develop well-rounded students. In alignment with the principles of OBE, Ewing Christian College has implemented the Credit Based Choice System

(CBCS) across all its programs since the 2016-17 academic session. The establishment of program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs) for all programs and courses offered by the institution serves as a robust framework for measuring the educational outcomes of students. The attainment of POs, PSOs, and COs provides a comprehensive assessment of the educational criteria across all programs, ensuring a focused and outcome-driven approach to education. The key points are: - The Credit Based Choice System (CBCS) at Ewing Christian College offers students flexibility in selecting courses, enabling a personalized learning experience. This system allows students to choose courses from a wide range of options, aligning with their academic interests and career goals. For faculty, CBCS necessitates the design of diverse and engaging courses to cater to students' individual learning paths. - Program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs) at Ewing Christian College are meticulously defined and measured to ensure alignment with educational objectives. This process involves identifying the knowledge, skills, and competencies students should acquire, enabling a comprehensive assessment of their educational journey. These outcomes play a pivotal role in enhancing the educational experience and fostering student success by providing clear benchmarks for achievement. - The integration of OBE principles at Ewing Christian College has revolutionized the teaching and learning environment, fostering a culture of continuous improvement and student-centered education. By prioritizing tangible learning outcomes, faculty are empowered to tailor their instructional approaches to meet diverse student needs, promoting a more personalized and effective learning experience. - Ewing Christian College exemplifies a commitment to "success for all" through various initiatives and best practices under the umbrella of OBE. These include personalized academic advising to support students in achieving their educational goals, robust mentorship programs, and the integration of real-world applications and experiential learning opportunities within the curriculum, ensuring that all students have the resources and support necessary to thrive academically and professionally.

6. Distance education/online education:	<p>Online education and distance learning have become essential in the education sector due to Internet advancements and the need for remote teaching during the COVID-19 pandemic. This shift has highlighted both the challenges and benefits of providing fair education digitally. It's evident that online education will continue to shape higher education, requiring a blend of online and offline teaching as the new norm, especially during future crises. During the COVID-19 pandemic, Ewing Christian College responded by establishing a dedicated Central Infrastructure for Online Classes across all programs. This digital platform enables seamless interaction between faculty members and students, facilitating the delivery of course content. Additionally, the college has implemented an online examination system through the student portal on the college website, ensuring effective assessment of students. To further support faculty members, the college has instituted an e-content development facility, backed by an "e-content updation and validation policy." Moreover, the college has created five official YouTube channels featuring course content and online lectures by different educators, enhancing accessibility and flexibility in learning. Furthermore, the college has initiated measures to integrate online and offline resources, creating a blended learning environment that accommodates diverse learning styles. By leveraging technology, the institution aims to ensure continuous and uninterrupted education delivery, providing students with a comprehensive and adaptable educational experience. As we move forward, the college remains committed to enhancing its online education infrastructure, expanding digital resources, and refining the integration of online and offline modes of education to meet the evolving needs of students and faculty.</p>
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Yes, an Electoral Literacy Club (ELC) has been established in the college for the 2023-24 session, following Election Commission guidelines. Dr. Swapnil Srivastava is the Coordinator, with Mr. Ram</p>
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	<p>Ji Pandey as Joint-Coordinator, and Dr. John Kumar and Dr. Suraj Gunwant as members. Student representatives are also part of the club. Prior to this, the college did not have an ELC until the 2022-23 session. However, other bodies like NSS, TSS, GPS, Women Cell, and SCM have been active in promoting electoral literacy. Initiatives to increase voter participation in slums included a special program on Voter's Day on 25 Jan 19, a street play and rally for the Voter Awareness Campaign on 29 March 19, and a rally under the Sweep Program of the Election Commission of India on 2nd May 2019. Additionally, the Central Communication Bureau and NSS organized a National Voter's Day and Republic Day awareness program on Independence Day on 25-26 January 2023, along with collaborating with the district election administration to set up polling booths within the college.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the college has appointed Dr. Swapnil Srivastava as the student coordinator Mr. Ram Ji Pandey as Joint-Coordinator, Dr. John Kumar and Dr. Suraj Gunwant as coordinating faculty members for the Electoral Literacy Club (ELC) from the session 2023-24. They have undertaken various initiatives, including the creation of the ELC Wall Magazine, organizing debate/speech and elocution competitions, celebrating National Voter's Day on 25th January 2024, and arranging movie screenings. These activities indicate that the ELC is indeed functional and actively engaged in promoting electoral literacy among the student body. Regarding the representative nature of the ELC, the involvement of student representatives in the formation of the club suggests that it is designed to be representative in character. The inclusion of student representatives in the ELC's formation process aligns with the principles of representative democracy and suggests that the club aims to involve a diverse range of students in its activities and decision-making processes.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of</p>	<p>The Ewing Christian College has undertaken various innovative programs and initiatives in collaboration with National Service Scheme (NSS), Tarun Shanti Sena (TSS), Gandhi Prarthana Samaj (GPS), Women Cell, and Student Christian Movement (SCM) to promote ethical voting and enhance the participation of underprivileged sections of society in the electoral</p>

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>process. Initiatives from 2018-19 to 2022-23 include: : • Special program on Voter's Day on 25 Jan 19 to motivate low percentage participation in elections in slums • Organization of street play and rally under "Voter Awareness Campaign" on 29 March 19 • Rally organized under "Sweep Program of Election Commission of India" on 2nd May 2019 • National Voter's Day and Republic Day awareness program on Independence Day by "Central Communication Bureau" and National Service Scheme on 25-26 January 2023 These initiatives reflect the college's commitment to promoting ethical voting and enhancing the participation of underprivileged sections of society in the electoral process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Regarding socially relevant projects/initiatives undertaken by the College in electoral related issues, several activities have been carried out. On May 2, 2019, a rally was organized as part of the "Election Commission of India's sweep program, Dainik Hindustan's joint initiative 'Prayagraj's pledge for ethical, fearless and 100 per cent voting'" with participation from all units of the National Service Scheme of the college. Additionally, competitions such as speech contests, mehendi, and slogan competitions were conducted. Moreover, various events like live painting/poster exhibitions, patriotic song performances, slogan displays, and rangoli competitions were held in the college on January 25-26, 2023. These activities were organized by the Central Communication Bureau and National Service Scheme as part of the "National Voter's Day and Republic Day Jan Awareness Program in Azadi Ka Amrit Mahotsav."</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>From the session 2023-24, the Electoral Literacy Clubs (ELCs) have been actively encouraging students above 18 years who are not yet enrolled as voters in the electoral roll to participate in the democratic process. The ELCs have been conducting various awareness programs, utilizing tools such as the Wall Magazine, and organizing awareness rallies in collaboration with other bodies within the college, including the National Service Scheme (NSS), Tarun Shanti Sena (TSS), Women Cell, and Gandhi Prarthana Samaj (GPS). These efforts reflect a comprehensive approach to promoting voter registration among eligible students.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4589	4865	5075	5238	5298
File Description		Document		
Institutional data in the prescribed format (data		View Document		

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1484	1738	1651	1761	1525
File Description		Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

Number of full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
119	119	121	129	109
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last

five years:

Response: 184

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
390.22	339.83	296.05	564.31	420.95

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The curriculum's goals support student's overall development with a focus on maintaining value-added education, communication skills competency, skill development, women empowerment, gender sensitization, personality development, environmental protection, and leadership qualities. By carefully adhering to the quality framework employed by the college, the curriculum ensures that the institution's vision, mission, and graduate outcomes are met. Through the collective effort of all the departments, groups, and cells, the college has given the necessities of society utmost importance. The college has many classes that teach students about their responsibilities to the environment, society, and the empowerment of the weaker populations.

The college envisions a synergistic work culture among the young minds through the emancipatory and transformative ideas, sense of equality, equity, and environmental sustainability that would ultimately bring pride to the local, regional, and national wellness of the nation.

The faculty members uphold high academic standards by keeping updated on advances in their respective fields and employing teaching strategies that help students understand the material. The curriculum is covered within the given timeframe, it is committed to teach the progress and welfare of the nation through courses such as Spoken English and personality development, Environment awareness, Biotechnology, Yoga and fitness, Herbal technology and Ethnobotany, Research methodology, Travel Tourism and Poultry etc.

One of the primary course outcomes of courses is to provide students with a strong foundation in academic knowledge and skills related to their chosen field of study. The college offers courses in various disciplines, including science, arts, and commerce, and each course has been designed to provide students with a deep understanding of the subject matter. By the end of their course, students are expected to have a comprehensive understanding of the theories and concepts related to their field of study. The faculty encourages students to ask questions, challenge assumptions, and develop their own ideas. Through class discussions, group projects, and individual assignments, students are taught to think critically and develop a deep understanding of the subject matter.

Effective communication skills are also an important course outcome of courses in the college. The college recognizes the importance of communication skills in the modern world, and it aims to develop students' abilities to communicate effectively in both oral and written forms. Students are encouraged to participate in class discussions, debates, and presentations, and they are given opportunities to develop their writing skills through assignments and research papers. By the end of their course, students are

expected to have developed strong communication skills that will help them succeed in their personal and professional lives.

The college aims to provide its students with a holistic education that prepares them for the challenges of the real world while nurturing their personal and intellectual growth. The college recognizes the importance of academic knowledge and skills, critical thinking, effective communication, ethical values and social responsibilities, leadership, and adaptability. The course outcomes of each course offered by the college are designed to achieve these goals and provide students with a strong foundation for their future endeavours

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The college offers several courses that aim to enhance the employability and skill development of students. These courses are designed to provide students with the necessary skills and knowledge required to succeed in their carrier. The B.Sc. program offers a range of specializations, including Physics, Chemistry, Mathematics, Botany, Zoology, Biotechnology, Microbiology, Electronics, Biophysics, and Computer Science. These courses provide students with technical and scientific skills that are highly valued by employers in fields such as research, academia, and industry. These department programs provide students with in-depth knowledge of their respective fields and equip them with practical skills.

The Bachelor of Arts program offers a range of specializations, including English, Hindi, Urdu, Political Science, Sociology, and Medieval History, Ancient history, Education. These courses provide students with strong communication, critical thinking, and analytical skills that are essential for success in many fields, including journalism, public administration, and law.

The Bachelor of Education program at the college prepares students for a career in teaching. This course provides students with the skills and knowledge needed to become effective educators, including pedagogy, curriculum development, and classroom management. The B.Com. program offers a comprehensive understanding of accounting, taxation, and finance. The Arts faculty enables the students to improve their communication skills, critical thinking, creativity, and innovation etc.

The Master of Science program provides students with advanced technical and scientific skills that are highly valued in many industries, including healthcare, agriculture, and pharmaceuticals. The Master of

Arts programs provide students with advanced communication, critical thinking, and analytical skills that are essential for success in many fields, including academia, research, and journalism.

The college is running various skill enrichment programs that students may pursue alongside bachelor's programs which include ability enhancement compulsory courses (AECC), skill enhancement courses (SEC) and subject specific skill enhancement courses (SSSEC).

AECC courses are mandatory for all undergraduate students and are designed to enhance their overall abilities and develop interdisciplinary knowledge. These courses cover a wide range of topics such as communication skills, environmental science, and gender studies. SEC courses are designed to provide students with specific skills that are relevant to their chosen field of study. These courses are electives and allow students to choose from a variety of options based on their interests. SSSEC courses are designed to enhance the subject-specific skills of students. These courses are offered in conjunction with the regular courses and are designed to provide students with practical training and hands-on experience.

The college offers a Diploma course in Laboratory Technology (DLT) course, which is a two-year program that provides students with the skills and knowledge needed to work as laboratory technicians in medical labs.

The courses offered by the college have had a significant impact on students. These courses have not only equipped students with the necessary skills but have also helped them develop a positive attitude towards their careers. The entrepreneurship courses have helped students become job creators rather than job seekers. The skill development courses have provided students with a competitive edge in the industry

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 5.14

1.2.1.1 Number of new courses introduced during the last five years:

Response: 65

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 1264

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The college has been working towards the students' holistic growth. By raising awareness and addressing societal and generic requirements so that our students are shaped into responsible citizens.

The Skill Enhancement Course designed for UG programmes sensitize students towards creating skills and exposing them to the opportunities available to them in the near future in their respective fields be it Arts, Commerce or Science. They also provide a platform for students to refine their talents in professional ethics as they relate to human values.

The syllabus of both UG and PG programmes in our college have courses that enable the students to analyse and work towards finding solution to the challenges in Gender, Environment and Sustainability, Professional ethics, Human values and Culture.

Along with a structured study schedule, the curriculum is supplemented by courses such as Ability Enhancement course which includes Computer awareness, Spoken English, Personality Development, Travel and Tourism. This broadens the student's knowledge base and increases self-awareness and social connectedness. EVS, General Science and Awareness makes the student responsible towards their natural surroundings and in stills love and care for mother nature.

Gender sensitization programs by the Women Cell of the college is organized where the girl students are counselled and motivated. Special presentations are planned to encourage women to pursue careers in science and technology.

National Service Scheme - The college also has a lively NSS wing which encourages student participation in programmes like Blood Donation, *Swacch Bharat Abhiyan* and visits to orphanages so as to foster empathy and Human values.

Gandhi Prarthna Samaj of our college is also instrumental in preserving and continuing the spirit of

peace and brotherhood in the present society especially amongst youngsters through the students of Ewing Christian College.

Functional NCC Naval wing and Army wing gives the opportunity to the students to develop leadership skills, helps in building character, prepares them for armed forces, fosters in them a sense of patriotism and duty among young citizens, teaches them crisis management skills, encourages them to engage in community service and social work .

File Description	Document
Upload Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 2

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 13

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 13

File Description	Document
Sample Evaluated project report/field work report submitted by the students	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System**1.4.1**

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 72.76

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
1906	1832	1733	1992	2206

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2485	2714	2714	2714	2662

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 100

2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
21	35	75	19	38

2.1.2.2 Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
21	35	75	19	38

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

At Ewing Christian College, Prayagraj, assessment of the learning levels of the students is done by the teachers in the classrooms during lectures and through a wide range of continuous assessment components that include Daily Home Assignments, Class Assignments, Seminars and Group Discussions, etc. Specific teaching-learning methodologies oriented to the needs of such students especially new age technological methods to make learning more engaging and relatable are implemented. In addition, teacher-student interactions, and parent teacher interactions help in identification of different levels of learners. Faculty members regularly review the academic progress and

counsel students to improve their performance to ensure their academic growth.

Slow Learners:

Tutorials and remedial classes are organized to give special coaching to such students in areas where they need support. Additional reading material and books in simple form is made available to increase their understanding of the subject. E-links are also suggested to the students to help them gain an in-depth knowledge of the subject. Bilingual explanations and discussions are done in the class with the aim of reaching out to the slow learners so that they can be brought at par with the rest of the class. Personal, academic and career-related counselling by mentors is done from time to time. Students are encouraged to pursue a compulsory Ability Enhancement Course on Spoken English to master understanding of language. Peer learning is encouraged and assistance from classmates and senior students is arranged. This aids in building a culture of team work and helps to develop leadership as well as interpersonal skills. Slow learners are encouraged to participate in various extra-curricular activities to develop social skills. The college has adopted a continuous evaluation system with different types of assessments spread throughout the semester. It implements well-defined models of evaluation with varied types of assessment to effectively evaluate outcomes, both at the course and the program level.

Advanced Learners:

During lectures, tutorials, class tests, assignments and interaction outside the class, the teachers are able to assess the calibre of the students and identify the advanced learners. Through a combination of academic and co-curricular activities, teachers encourage the advanced learners to optimize their potential. Various clubs give them an opportunity to unleash their creative spirit and engage in a process that uses a framework to access physical, mental, spiritual and social well-being to convert imagination and ideas into something tangible and visible. Students are encouraged to participate in inter departmental and inter college competitions. The faculty helps the students to get relevant research projects and publish papers in the field of their choice. Regular career counselling aids in defining future goals and pursuit of a field suited to their calibre.

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 38.56

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Ewing Christian College, Prayagraj is committed to the holistic development of students by engaging them in experiential learning, participative learning and problem-solving methodologies to enhance learning experiences. Students are encouraged to expand their learning horizons beyond the curriculum and classrooms to outreach programmes via hands on experiences with the community at large. Slum visits are organised by several departments to gain an understanding of the geographical, socio-political and economic factors of the lives of the people living in slum areas. Another initiative of the college is adoption of nearby slum areas to enhance the understanding of the finer nuances of slum life and to resolve their basic problems by extending a helping hand. This helps students evolve as sensitive and sensitized socially responsible citizens. National Cadet Corps moulds students into disciplined and patriotic citizens. Experiential Learning through NSS helps develops students' experiential and participative learning by collaborative projects with the outside community. NSS volunteers work in various research projects, on innovative ideas, with slums and voluntary agencies to complete 120 hours of regular activities during an academic year. Women Cell works with an aim to create a gender sensitized community within campus as well as in the society. It strives to provide and maintain a dignified, congenial working environment for girl students, where they can work, study and explore their potential to the fullest. Field trips to biodiversity parks, heritage sites, etc. are organized to promote grass root understanding of concepts and give them wider exposure and better understanding of our rich cultural heritage besides inculcating leadership and team spirit skills. Use of ICT & E-resources by students is encouraged. The college employs an interactive approach through discussions, debates, oral group presentations to encourage greater participation and interactive learning. Project work is assigned in all practical subjects to encourage teamwork and participative learning. Annual college Magazine is published to nurture creativity and other skills. Field visits: Regular interface with the relevant industry is maintained through Industrial and Field Trips which enhance the theoretical concepts taught in classrooms. The college along with traditional lecture method uses various student centric pedagogical techniques for an effective teaching learning experience and improved learning outcomes for students.

1. Experiential Learning technique
2. Participative Learning technique
3. Problem solving technique

Modern multimedia teaching aids like LCD projectors and internet enabled computer systems are available in most of the class rooms and other learning centres namely laboratory, library etc. The College also has e-books, e-journals which are accessible to the students. Institute supports teachers for membership of professional societies. The Institute has membership of INFLIBNET consortium where the faculty and students can access over e- journals. High speed Internet connectivity in the campus enables the students and faculty to access e-resources, video lectures, free journal, e-books.

2.3.2**The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues****Response:**

Mentor-Mentee System of the institute has been implemented with the objective of bridging the gap between the faculty members and students and providing guidance on the academic and professional development matters. Ewing Christian College, Prayagraj has a vibrant Mentorship Program. The fact that a great number of students at the Ewing Christian College come from outside the city of Prayagraj, and many of them are first generation college goers along with the sheer cultural/ethnic/ religious/ linguistic/ socio-economic diversity that exists within the student body, the college proactively understands and meets the various needs through counselling/ mentoring services of the needy students. At the undergraduate level when the students have just ventured out of their protected homogenised environments to participate as independent adults, making choices and dealing with day-to-day life is not so simple given the varied pressures that modern life in a city imposes. Feeling of dislocation, a sense of alienation, peer-pressure, are just some common vicissitudes young souls at the college come face to face with and sometimes it may overwhelm them. Therefore, timely mentoring sessions are conducted and teachers are expected to give sufficient time to listen to the specific needs of the students so that correct assessment of the problem is done and proper resolution is provided.

Every student is assigned a faculty mentor. The mentor remains the same throughout the course of the study of the mentee. The mentees are intimated names of the mentors to whom they are assigned. The mentors records mentee interactions every time the student approaches the mentor for the purpose of mentoring. The mentors give constructive feedback on writing, teaching and other elements of career design and help the mentees balance professional goals with their personal lives or give emotional encouragement during challenging times. Prompt and immediate feedback is given. There is a structured sequence of different learning activities. The Participants are assessed without bias. The aim is to build relationships, Identify strengths and gaps, give them responsive coaching and modelling, and appropriate feedback and remedial measures. The reasons that lead to shortfall in attendance and/or class participation are also addressed through mentoring. Ewing Christian College has a long and illustrious tradition of close bonding between these two stakeholders; in fact, the teaching-learning approach at the college is intensely student centric. To add to this tradition, the college hopes that formal mentoring provided by the college may contribute additional help in transforming our students to have a well-formed identity with greater self-confidence to face future challenges.

File Description	Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3***Preparation and adherence of Academic Calendar and Teaching plans by the institution***

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**Response:****Academic Calendar**

The Academic Calendar is prepared by the Academic Calendar Committee for effective functioning of the Institution. The Academic Calendar ensures proper functioning of the Institution. The Calendar includes the details of all the working days with holidays, dates of the Continuous Internal Assessment Tests, End Semester Examinations, list of activities of academic year etc. The academic calendar of common programmes is uploaded on the website of the college. The institution carries out the activities as per the calendar. The Departments and other service units prepare their activities and programme calendar resonating with the calendar of common programmes. It helps micro level planning by scheduling most of the activities in advance and maximise the use of infrastructure and ICT facilities.

Teaching Plan

Ewing Christian College, Prayagraj has a well-defined unitized syllabus with timeframe that is provided to the students at the beginning of the course. The course teachers prepare unit-wise teaching plan with a description of the timescale. The teaching plan for each course visualizes the plan of the teacher to make each class more informative, interesting, analytical and resourceful. Teaching plan creates a self-informed and self-monitored innovative teacher, and it provides a plan of action for the teacher and guidance for the students. The faculty are encouraged to update the methods of teaching and evaluation, especially of the use of ICT enabled tools and facilities. The course teachers are able to assess the learning ability of the students periodically on the basis of their respective teaching plans. It, thus, helps both the teacher and the learners to take part in the teaching and learning process effectively.

File Description	Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality**2.4.1**

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 89

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
140	134	135	141	118

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document

2.4.2**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 41.3**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years****Response:** 76

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 10.96**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year****Response:** 1304

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 65.14

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 71

File Description**Document**

Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)

[View Document](#)

2.5 Evaluation Process and Reforms**2.5.1**

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 58.4

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 last five years

2022-23	2021-22	2020-21	2019-20	2018-19
53	63	73	54	49

File Description**Document**

Result Sheet with date of publication

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Exam timetable released by the Controller of Examination

[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 3.87**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
472	21	0	163	275

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4420	4666	4759	5022	5161

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document

2.5.3

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

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

Ewing Christian College has been looked upon as a trend setting institution by other institutions of higher learning. We have managed to behave as a nucleus in the field of IT innovations incorporated in many spheres of academic life.

One of the most important areas of higher learning where the college made a paradigm shift what is the field of examinations, evaluation and declaration of results. With the onset of Corona pandemic and subsequent implementation of lockdowns, it was imperative that many such changes be brought about so that teaching learning and examination systems would continue perpetually. Keeping this in mind several

changes were brought about in the IT infrastructure of the college, it was thoroughly revamped to the extent that online classes and online examinations became a common feature. One of the departments was identified as the IT hub of the college and all the rooms including practical labs of this department were fitted with state of the art IT infrastructure from where online classes were routinely conducted. Most of the faculty members experienced a shift of mindset from chalk duster, teaching to use of multimedia equipments and video conferencing softwares.

One of the major changes was implemented in the field of examinations including evaluation of answer scripts and processing and declaration of results. The college designed a customised examination software keeping in mind the requirements of the college and the need of the students. Each student was provided a separate students portal , which was protected by a unique username and password. The question paper was made available to all the students on their own personal portal from where the question paper could be downloaded and students would then write answers on white A4 blank sheets. Within the stipulated time, the students were expected to make a PDF file of all pages Merge them together and upload the relevant answer script on their own student portal where is lot to upload the answer script was made available. More than 97% students uploaded their answer scripts within the stipulated time on the students' portal implying that the examination software was successfully running. All students who were unable to upload their answer scripts on their portal were given the facility to send the original answer script by registered mail posted on the day of examination. Implementation of this examination process mean the appearing in examination, very easy, safe and just a matter of few clicks. At every step in the examination system, students were notified through SMS so that they and their family members are fully aware of the current status. After the evaluation and processing of results, the final pass mark sheet was uploaded on the college website and relevant notification was posted on the college website for information to all stakeholders. In case any student would like to apply for scrutiny of marks such as students were given an online process so that the scrutiny of their marks, and declaration of final result can be successfully executed. The college shall make all possible efforts to update and improve the Online and IT infrastructure of the college so that these online processes can become a blessing for the students fraternity.

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty members. After attainment of consensus, the same are widely propagated and publicized through various means such as website, student induction program, classroom interaction etc. While addressing the students, the HODs create awareness on POs, PSOs and COs. The faculty members, mentors, coordinators also inform the students and create awareness and emphasize the need to attain the outcomes.

Program specific outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at micro level and by the end of the program. The Heads/Coordinators prepare the PSOs, usually two to four in number, in consultation with the faculty members. The Board of Studies, including Head of the Department and subject experts discuss the same and approve it after endorsement by the Principal.

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated. The Course Outcomes are prepared by the Heads/Coordinators in consultation with concerned faculty members teaching the same course. Finally, they are discussed in the concerned department's BOS meeting course-wise and approved. The POs/PSOs of the programme are published through electronic media at individual Department site located on the college website. The COs of the courses are also published through electronic media at the Department site located on the college website. In all the interactions with the students, awareness on POs, PSOs and COs is consciously promoted. The curriculum is strongly aligned with the POs and the PSOs and COs are framed along the lines of the program outcomes.

The college regularly undertakes the evaluation of POs, PSOs and COs. The course outcomes are evaluated in terms of various parameters viz critical ability and employability. The Institution regularly evaluates the performance of students through Final Semester Examinations, Internal Exams and home assignments, unit tests, surprise tests, open book tests, viva voce, etc. Remedial coaching is also provided by various departments to slow learners to stay in pace with the desired progression. Students are enrolled in Ability Enhancement Courses and Skill Enhancement Courses and are evaluated by the institution through subject specific exams. The Institution collects feedback from students and alumni, which is an important method of measuring attainment. One of the most important Programme Outcomes of a program is the employability of students upon successful completion of their degree programme. The college has a vibrant Training and Placement Cell, which caters to the demands of various employers from different sectors. Progression of students towards higher studies in educational institutions in India also helps in the evaluation of students.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 89.62

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 1330

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 2.72

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The college has promoted research culture among teachers and students and maintained a dynamic environment for research activities. Most of the faculty members of the college are holders of Ph.D. degree and strive to undertake research activities along with teaching on priority basis. Having remained an undergraduate college for decades, the college got approval to run post-graduate program from the University of Allahabad in 2016 which was followed by the permission to run the Ph.D. program granted in 2018. The college has adopted the Ph.D. ordinances of the University of Allahabad in toto to ensure smooth running of the Ph.D. program. Even the admission process of Ph.D. in the college is governed by the University through CRET (Common Research Entrance Test).

The policy of the college provides a broad framework to the research activities with the following objectives :

- To promote research culture among faculties and students to create an intellectual environment in the campus.
- To identify and inform researchers about the appropriate research opportunities announced by different academic, research, industry or government organizations.
- To create an awareness about patents and Intellectual Property Rights (IPR) and motivate them to apply for patents.
- To encourage and support faculty members to publish their research works in reputed peer reviewed/indexed International and National journals, to facilitate the presentation of the research work through academic events and conduct various research activities such as seminars, webinars, workshops, conferences, symposiums etc.
- To establish partnerships, collaborations and outreach programs/initiatives that amplifies the vision of the College.
- To promote interdisciplinary research covering more than one knowledge domain and establish modalities for undertaking research projects in such areas.
- To take initiative for granting study leave, sabbatical leave, duty leave, seed money, reduction in workload, etc. to deserving faculty members for advanced research.
- To identify and establish linkages including MOUs for long term relationships with national and international research institutions or universities for widening the scope of research opportunities.
- To encourage faculty members to submit research projects in national and international funding agencies and publish their research works in reputed International / National /peer reviewed journals.

File Description	Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 0

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 0.54

3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

Response: 1

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 33.32

File Description	Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.04

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 7

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 23.53

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 28

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge. The college provides enriching ecosystem for inculcating research and innovative approach amongst the students and staff by taking several initiatives at management and college level through financial, technological, and infrastructural support and at faculty level by providing platforms through events, seminars, workshops, skill-based courses, and research publications, for creation and transfer of knowledge.

The initiatives taken are as follows:

- The college has a Research Advisory Committee for making policy related to research and innovation and an Ethics committee to monitor research activities.
- The Central library provides facilities for creation of knowledge and research support through reference books, research journals, encyclopedia, reading room, Digital library- N-List.
- There are spacious museums, animal houses, laboratories, computers, internet and all other ICT facilities available for all the departments of Arts, Science and Commerce for creation and transfer of knowledge.
- For developing Innovative approach and scientific temperament amongst students research-oriented events are conducted at departmental level.
- Books exhibitions are being held at regular intervals for inculcating reading habits.
- Eminent industrial experts, scientists, Research scholars, Social entrepreneurs visit the campus

and share their innovative ideas.

- Faculty and students are encouraged to participate in Seminar/Conferences and publish research articles in research journals of National and International repute.
- Individual faculty members of all departments are engaged in research. There is high quality research output each year from our teaching staff in the form of books, book chapters, articles, etc. The dissertation writing practice of PG students also contributes to our research orientation.
- A few departments have recently received a formal nod from the university to start their Ph.D. programs which will further enhance our research output.
- Faculty members have received many research projects funded by national agencies such as UGC, DAE-BRNS, CST-UP etc. Recently some of our faculties have got patents in the field of bioscience.

File Description	Document
Upload any additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

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 committee (Animal, Chemical, Bio-ethics etc.)
3. Plagiarism check through software
4. Research Advisory Committee

Response: B. Any 3 of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 2.29

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

Response: 48

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 1.14

3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Response: 209

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.3

3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 55

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 7.7

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response:** 10.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 1.27**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.17	0.045	0.335	0.335	0.388

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

The College aims to imparta holistic education to all the students seeking graduation degrees in art, science and education streams along with equipping them intellectually, academically and physically. At the same time the College strives to instill moral and ethical values in the students and train them to be comfortably adjusted in the modern academic and social scenario by making them articulate in English, eco-friendly and computer literate so that they become value based responsible citizens empowered to contribute their might towards sustainable regional, national and global growth. Student sensitization towards social issues and holistic development is given high priority.

National Service Scheme(NSS) : NSS the long standing, country wide network of social service and outreach has contributed immensely through volunteering in creating awareness drives. These objectives are sought to be achieved by enabling the students to:

1. Understand the community in which they work.
2. Understand themselves in relation to their community.
3. Identify the needs and problems of the community and to look for solutions in which they can be involved.
4. Develop among themselves a sense of social and civic responsibility.
5. Apply their education in finding practical solutions to the problems of the individual and of the community.

6. Develop competence required for group living and sharing responsibilities.
7. Gain skills in mobilizing community participation.
8. Acquire leadership qualities and democratic attitudes.
9. Develop capacity to meet emergencies and natural disasters.
10. Practice national integration.

National Cadet Corps(NCC): National Cadet Corps existed in Ewing Christian College since 1950 to ignite the minds of cadets with the motto - UNITY AND DISCIPLINE to develop qualities of character, courage, comradeship, discipline, leadership, secular outlook, spirit of adventure, ideals of selfless service and bring peace, prosperity and bliss to the nation. Every year cadets attend CATC, Pre-Nausainik, Nausainik, Pre-RD, Republic Day, N.C.C. Day, Ship Attachment, Sea Training, Advance leadership camps etc.

Tarun Shanti Sena : Tarun Shanti Sena (TSS) is a social cultural forum of students of the college. TSS provides a platform to all the students of the college to show and improve their intellect and develop skills to interact with each other. For this purpose, TSS organizes different competitions like debate, essay writing, poetry writing and general knowledge etc. at college level. TSS also organizes seminars and group discussion on current affairs. Celebrities /Intellectual of the city are invited to chair these programs.

TSS publishes a monthly wall magazine "Tarun Mitra" which is very popular among meritorious students of the college.

Women Cell : Gender sensitization programs by the Women Cell of the college is organized where the girl students are counselled and motivated. Special presentations are planned to encourage women to pursue careers in science and technology. The women cell organizes from time to time various activities as work-shops, seminars, Nukkad-Nataks, Various competitions.

Gandhi Prarthana Samaj : The College has a strong forum of Gandhi Prarthana Samaj (Estd.1943), which carries on year-round programmes, to spread the Gandhian Philosophy, Non-violence and Justice, so essential for character building.

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

Response: 18

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last

five years.

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	4	7	3

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format (data template)	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.7 Collaboration

3.7.1

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

Response: 5

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

There is no dearth of space when it comes to accommodating various Departments/Centers in this century old college. The college has allotted separate blocks for various programs. The Department of Physics, Chemistry, Botany, BCA, B.Com., Statistics, Mathematics, Centre of Computer Applications, Zoology, Ancient History, Physical Education, Teacher Education have separate buildings. The Main building constitutes of Department of Hindi, Urdu and Economics apart from the administrative office. The Princeton accommodates the Department of Geography, Sanskrit, English and Political Science while the Department of Philosophy, Medieval History and Psychology occupy the East Hall. There are a total of 63 classrooms in the college and 38 of them are ICT facilitated. A total of 49 Laboratories are available in which three quarters belong to the science stream. In addition to this there are nine computer Laboratories and the access of computer by students is in the ratio of 1:10.

It is to be noted that during the testing times of COVID, teaching was taken up in the online mode. Our vibrant faculty members, with computer awareness, were able to cope with the situation by easily adopting new challenges. This was resolved by the Administration through setting up special infrastructure with provisions of transmitting the live sessions via zoom with dedicated computer personnel for assistance of the faculty members.

Ewing Christian college is committed and constantly endeavors not only to provide class room teaching but to create an environment to enable the all round development of students by providing the various resources. It offers adequate facilities for cultural and sports activities apart from the regular learning process. A spacious Multi-Purpose Hall named Tooker Hall is available for the students to organize and participate in co-curricular, recreational and cultural activities like folk song, folk dance, rangoli, nukkad-natak, competitions, etc. to promote rich cultural heritage of the country. The same is utilized by the staff members to conduct various Seminars/Conferences and other academic activities. The auditorium, having a seating capacity of 500 persons, is well equipped with all necessary audio system for the conduct of various programs. In addition to this the college has an ICT enabled Conference hall and a Seminar halls. These facilities have a generator for power back-up just like the rest of the campus.

The college gives as much as importance to sports as studies and it takes more pride in showcasing its infrastructure. The outdoor sports facilities comprise of a football field, Lawn Tennis court, Volley ball courts, basketball court, cricket pitch, shuttle badminton courts, Kho Kho ground, etc. Indoor

arrangements include a badminton court, table tennis, Chess and a gymnasium. The huge infrastructure facilities draw all the students from the neighboring schools/colleges to make use of the facility. Various District level sport events and tournaments are conducted at regular basis.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 24.33

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
19.53	62.02	104.25	204.95	98.54

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

In the recent past our library has undergone a significant transformation and is now functioning as an advanced hub of knowledge and information. The implementation of an Advance Library Management System with integrated software called AdLib, which is extremely user friendly has enabled searches to be conducted with ease and speed. It also facilitates easy access the library's extensive collection of digital and physical resources, providing a seamless and efficient browsing experience. The Online Public Access Catalogue (OPAC) allows search by author, title, subject, call number, keywords, and Boolean search. The Call number indicates the location of the book on the shelf. It also gives the availability status of documents, whether a particular document is available or on loan. AdLib offers various facilities to its stakeholders such as online database of all the books available in the library, access to e-books, e-research papers, and articles through National Library and Information Services Infrastructure for Scholarly Content (N-LIST) facility including the ability to reserve required books and access favorite books. The library provides unique ID and password to each user for accessing AdLib. The subscription of the N-LIST Program of INFLIBNET, exclusively for the postgraduate students, research scholars, and college faculty members, caters the diverse needs of the various stakeholders. These resources provided by N-LIST are broadly categorized in to two types namely e-Journals and e-Books (complete list is provided in the following link <https://ecc.ac.in/library/e-library/>). With the fast-growing collection, both in digital and print form, the library has committed itself to provide the best possible core collection. Looking ahead, the college has dedicated to continually enhance the library's digital infrastructure, expanding its collection of e-resources and journals, and introducing innovative initiatives to further the experience of the academic community.

File Description	Document
Provide the link for additional information	View Document

4.2.2**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years****Response:** 1.37**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.61	0.24	1.42	12.98	10.23

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

As part of our ongoing commitment to providing services to the students, faculty, and staff, significant investments have been made in modernizing the IT infrastructure. To ensure a seamless computing experience, the softwares and hardwares including the latest computers and servers are updated from time to time. Presently, the college maintains internet speed of 100 Mbps and has routers positioned strategically across the institution to ensure seamless connectivity throughout the college premises. The College also hires IT Consultants to provide regular support services like hoisting and monitoring of college website, maintenance of the admission process via online mode which involves financial transactions and also Exam related softwares. Special emphasis is given to Exam related software where periodical inspection is done as they are of paramount importance owing to the confidential nature involved in the process. This ascertains the any untoward incidents of data breaching as well as avoids hiccups in publishing of results. These advancements are aimed at improving security, productivity and promoting a dynamic learning environment for our students and faculty members. Also recognizing the critical importance of data security special measures have been taken to enhance the cybersecurity and protect the institution from potential cyber threats. A six member committee, consisting of the faculty members of the college chaired by the Principal, heads the IT policy draft committee which looks into the drafting of policies that keep in mind the security and integrity of the institution.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2**Student - Computer ratio (Data for the latest completed academic year)****Response:** 10.6**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:**

Response: 433

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.3.3**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development****Response:**

Our institute has an e-content development center dedicated to developing e-content for students. It has an established media studio which is equipped with audio-visual production equipment, professional-grade cameras, lighting systems, and sound recording tools. The complete setup is supported with the aid of a strong choice of hardware and software tools. This consists of high-overall performance computer systems along with state of art equipment, all of which contribute to the efficient processing and control of multimedia content. The platform, which is solely dedicated to creating e-content, allows instructors to record and stream video lectures, seminars, and other educational sessions in real-time. This additionally provides a second source of learning materials in the form of virtual classrooms apart from the traditional classroom learning. During the 2020 epidemic, the site had recorded 158 video lectures on a variety of topics through which the students were benefited greatly. The college also has its own YouTube Channels, one for Faculty of Science and one for Faculty of Arts, where these videos were uploaded to facilitate students to have access at their convenience for a flexible and personalized learning. The link of the Youtube channel is posted in the college website. The various equipment and software utilized in the development of e-content are listed in the college website (<https://ecc.ac.in/about-us/e-content-development-center/>).

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 50.21

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
287.92	136.74	83.93	280.10	221.29

File Description

Document

Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)

[View Document](#)

Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

4.4.2

There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Ewing Christian College puts in considerable effort in regular maintenance of existing infrastructural facilities as well as upgrading them wherever felt necessary. The college allocates sufficient funds in its annual budget to undertake various works of maintenance, repair, restoration and purchase of computers and electronic equipment for the digitization of the office.

The college is dedicated to providing a conducive and well-maintained environment that supports the holistic development and academic pursuits of our students and faculty. Several committees are available among which the Central Purchase Committee takes the lead role in identification of academic physical support facilities, their procurement and also the utilization of the available infrastructure optimally. Also, inputs, suggestions and requirements regarding the infrastructure enhancement, all academic support facilities and the needs for the newly offered programs are invited from various committees, Heads of Departments, Deans, Academic council etc by the Management well in the advance before the start of the academic session. These suggestions are then put forward to the members of the management committee for the budget allocation.

Separate funds are also allocated for the maintenance of individual department when requested by the Heads of the department. A well constituted Library Advisory Committee under the supervision of a Library Secretary is functional. Each year, a specified amount is allocated to each Department especially to replenish the books present in the Departmental Library. The library committee is responsible for the purchase of books, journals and magazines for the college library. This committee also plans about the functioning of the library.

To upkeep the physical facilities and supervise their maintenance, the college has already a well established systematic mechanism. It has established a comprehensive procedure for the effective maintenance and utilization of the physical and academic support facilities, including the library, laboratories, sports complex, classrooms, and other essential learning spaces. Regular Inspections and Maintenance for common facilities are followed routinely by the college administration from time to time. Individual departmental facilities undergo regular inspections and are maintained according to schedule to ensure optimal functionality. Periodic checks of equipment, infrastructure, and utilities are identified and necessary steps taken to resolve the issues promptly.

Our facilities like Multipurpose Tooker hall, Conference Hall etc are available for reservation and booking by faculty members and student groups for academic and extracurricular activities. The users have been set guidelines to utilize each facility responsibly so as to maintain the cleanliness, integrity, and functionality of the facilities, fostering a conducive and respectful environment for all. Maintenance of digital infrastructure such as computers, printers, projectors and servers is done through the maintenance department by trained staff available in the college and also through external agencies when required. The college also has other maintenance staff like the vehicle stand keeper, gardener and 24-hour security guards at the gate and inside the campus. Regular maintenance of physical infrastructural facilities such as air conditioning, water coolers, etc. is met from time to time on contract basis.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 35.25

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
732	1431	1777	2446	2450

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The Training & Placement Cell provides comprehensive guidance and counseling services to the students. The Cell assists students in developing spoken, soft and analytical skills by organizing various activities like workshops, seminars and special lectures by the eminent personalities. In this way students will be prepared as per the need of industry and academia; they can also choose the best career option for themselves. The cell also motivates the faculty members of different departments to organize subject

specific sessions for the UG, PG and PhD students in order to help them to crack the competitive exams like NET, GATE, JEST, CAT and various exams of public and private sectors.

Objectives:

- To counsel the students to improve their career prospects across the globe
- To create placement avenues in different industries for all the eligible students.
- To enhance students' interest towards entrepreneurship and start-ups.

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: C. Any 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 0.18

5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
15	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 0.21

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	3	3	0

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 3

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	0

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies

within a maximum of 500 words

Response:

The student council could not be constituted this academic year, though in previous years the student council has been very active. The student council at the college is usually involved in organizing sports activities such as cricket, badminton, table tennis, chess, carom, and other sports tournaments; cultural activities like folk song, folk dance, rangoli, nukkadnatak, competitions, etc. to promote rich cultural heritage of the country. Then there are miscellaneous activities all year round such as debates, painting, poster making, public awareness rallies and campaigns, blood donation camp, etc. There are students representation in various bodies of the college such as Internal Quality Assurance Cell (IQAC) as per NAAC guidelines, Tarun Shanti Sena (TSS), National Service Scheme (NSS), Road Safety Club, Student Christian Movement (SCM), Feedback and Mentoring Committee etc.

5.3.3

The institution conducts / organizes following activities:

- 1. Sports competitions/events**
- 2. Cultural competitions/events**
- 3. Technical fest/Academic fest**
- 4. Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
Institutional data in the prescribed format (data template)	View Document

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 0

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The college has an Alumni Association which is unregistered.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The college aims to serve the local community and the nation at large by providing for the development of students through knowledge and character building. Further, it envisages to be a leading educational institution which brings about paradigm shifts in educational programmes and teaching pedagogy. To this end, the college promotes holistic education and strives to instil moral and ethical values in the students so that they can adjust well to the shifting academic and social scenario.

So far as the participation of teachers in decision making bodies is concerned, many faculty members head and constitute various committees and cells instituted by the principal such as the Anti-ragging cell, Examination Cell, Proctorial Board, IQAC, Women's Cell, Grievance Redressal Cell, Student Advisory board, etc. Staff members also play a vital role in the governing body and the finance committee of the college. Each department holds Board of studies meeting at regular intervals; the heads of departments and two senior members of the teaching staff constitute the academic council which takes important decisions in bolstering academic standards of the college. The college focuses on the following key areas to achieve the mission and vision

1. Educational and Academic excellence
2. Infrastructural development
3. Quality Enhancement and excellence
4. Extension activities to cater Institutional social responsibilities
5. Inculcate culture of Research and Innovation
6. Student Welfare and empowerment
7. Staff development and welfare
8. Alumni participation and contribution

File Description	Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies

are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The Governing Body of the college comprises of the Board of Directors, the Principal, the Finance and the Executive committee. Institutional policies, appointments, construction of new buildings are jointly decided. The Governing Body reviews academic, administrative, and financial processes. The Principal, Vice Principal, Deans, Staff Organization, Senior Staff Council members, plan the academic activities of the college. The Controller of Examination and their team are responsible for the conduct of examinations and declaration of results. The Dean of Academics with the support of Deans of teaching faculties along with Dean of Research ensure the preservation of quality in the teaching-learning process. The Bursar is in-charge of the Financial Administration. The Registrar (Academics) is assigned the responsibility of students related work and they are supported in this endeavour by Dean Students' Welfare, Chief Proctor, Staff Advisor of the Student Council, Admission Committee, and Examination Committee. The Registrar (Administration) is in-charge of all the administrative work of the institution.

Institutions perspective plan and deployment.

Teaching and learning

- The College has setup a benchmark in the teaching learning process. The College has a policy to review the curriculum once in three years to keep pace with changes in higher education.
- The College has procured teaching aid for promoting innovation in teaching-learning methodology.
- The faculty members are encouraged to use ICT in teaching-learning process.
- All the departments are encouraged to upload study materials, through -content collection centres to be used by the students through intranet.

Research and Development

- Providing infrastructure E-library, Wi-Fi access.
- Organizing extension lectures by eminent academicians and scientists.
- Encouraging faculty members to attend conferences, seminars, workshops for which they are duly sanctioned appropriate leave.
- In 5th semester research methodology subject has been added at Graduate level.

Community Engagement

- The College promotes neighbourhood network and community by organizing various awareness programmes like Human Rights, Hygiene Environmental Protection etc.
- NCC and NSS students organize various camps for community service.

Human resource planning and development

- At the end of session workload of the next year is submitted to the Principal for the appointment of the guest faculty/Teaching assistants, as per the university guidelines.

Industry interaction

- MoUs have been signed in the newly added Community College programme.

Special Case of Lockdown:

During the implementation of lockdown in the country due to COVID – 19 , several necessary steps were taken to conduct online classes for all UG and PG courses. 10 Zoom subscriptions of 500 participant capacity were purchased. The Department of Physics was developed as online study center where each department was allotted a classroom enriched with IT facility to take online classes. Telegram and WhatsApp groups were created for smooth communication of faculty members with their respective students. Faculty members were encouraged to record lecture videos at e-content development center and prepare e – contents which were uploaded in the college website for easy accessibility for students. College Youtube channels were created to upload the recorded lecture videos.

File Description	Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1.Administration including complaint management**
- 2.Finance and Accounts**
- 3.Student Admission and Support**
- 4.Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Yes, the institution is oriented to the welfare of both the teaching and non-teaching staff. Efforts made by the College to enhance the professional development of teaching and non-teaching staff are listed below:

- Encouragement for organizing conferences and seminars.
- Encouragement for submission and sanction of research projects at various government organizations.
- College encourages every department to begin new self-financed job-oriented / career-oriented certificate / diploma courses.
- The College also delegates most administrative responsibilities to faculty members and senior non-teaching staff depending upon their area of interest and capabilities.
- College also nominates two faculty members on College Finance Committee, College Executive Committee and on the College Board of Directors.
- Some of the important responsibilities apart from the routine duties which the College entrusts upon the faculty members are: Vice-Principal, Bursar, Registrar, Examination Superintendent, Chief Proctor & Proctors, Chairman-Admission Committee and Deans of Faculties etc.
- At various levels of interactions / interface with government/non-government organizations the Principal often nominates senior staff members to represent the College.
- College seeks performance reports from each of its staff member at the end of every academic year and helps its staff gain promotion under the career advancement scheme run by the university.
- Provision of medical facility under the aegis of the Allahabad University Contributory Health Scheme and pension scheme.
- For non-teaching staff, the college provides staff quarters in some cases among other facilities.

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 13.07

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	12	24	19	14

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The mobilisation of funds aims at meeting the financial requirements of the college for developing and maintaining a holistic development of the students, welfare of staff and for overall prospective growth of institution. The college has a well- developed mechanism to monitor effective and efficient use of financial resources. Every year proposed budget of different accounts gets its approval from the Finance

Committee & Board of Directors of Ewing Christian College Society. Each department is given a specific amount of funds as contingency. Each head of the department spends it to meet out the day-to-day expenses of the department. The Bursar office of the college also ensures that funds / grants are utilized within the stipulated period and utilization certificate is prepared after audit and sent to the concerned organization. The college undertakes monthly reconciliations of all accounts.

Mobilisation of Resources:

Various avenues of funding tapped by institution:

- 1.Fee
- 2.Grant – in – aid salary
- 3.Interest from bank deposits
- 4.Consultancy fee from research facility and equipment
- 5.Funds from major and minor research projects from funding agencies such as UGC, CSIR etc.

Utilisation of Resources:

Financial resources are utilized in various ways:

- 1.Remuneration for faculty and staff
- 2.Research, Innovation, and consultancy
- 3.Sports, games, and cultural activities
- 4.Staff welfare measures
- 5.Student affairs
- 6.Extension activities
- 7.IT Infrastructure
- 8.Green campus
- 9.Expansion of infrastructure

Optimization of Resources:

The college has ensured proper utilization of funds by effective and efficient utilisation of financial resources. All the procurements are made as per purchase policy. Finance committee plays an important role in evaluating and accessing the requirements of the departments, infrastructure and human resources and prepare a suitable budget to meet the goals of the college

College has further started multiple self-financed courses at Certificate, Diploma and Degree levels, which have helped in generation of financial resources.

College also encourages various science departments to launch new experimental and skill-based courses which may be opened up for external candidates on payment of fee, to generate resources. Department of Chemistry has taken initiative in his matter by setting up Instrumentation Laboratory on Analytical Techniques, where students from different colleges and universities are coming for conducting experiments on payment of fee.

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 0

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description**Document**

Institutional data in the prescribed format (data template)

[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The finances of the college are managed by the Bursar of the college in consultation with the Principal under the overall supervision of the Finance Committee of the Board of Directors of the Ewing Christian College Society. It has a well-planned budgeting, accounting and auditing system. Finance committee acts as an advisory and approving body for all the financial matter of the college. All the budget proposals are sent to Finance committee where it is reviewed, approved and forwarded to Board of Directors of the society for final approval.

Internal Audit:

Every year financial audit is carried out internally in a quarterly manner by the college Chartered Accountant (**Khanduja Associates**) who along with audit also prepares the balance sheet, and submits the Auditor Report.

External Audit:

Externally, the Comptroller and Auditor General conducts the audit annually and submits its report to the University of Allahabad.

There are only minor audit objections which are complied with from time to time. One of the objections was that all accounts must be computerized and audit must be done electronically (preferably through Tally). Now entire accounting and auditing is computerized. For auditing purpose Tally is used.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) 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 for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

IQAC monitors and evaluates the academic and administrative activities of the institution and suggests measures for enhancement. The IQAC has contributed significantly for post-accreditation quality initiatives and institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality. Some of these initiatives are:

- Revision and updating the curriculum based on feedback from stakeholders and industry requirements.
- Promotion of research culture among faculty and students.
- Establishment of linkages and collaborations with various organizations.
- Organizing seminars, workshops, conferences and extension activities.
- Implementation of student support services and welfare schemes.
- Strengthening of the feedback mechanism and grievance redressal system.
- Promotion of quality consciousness and ethical values among staff and students.
- Preparation and implementation of an action plan based on the recommendations of the NAAC peer

team.

- Establishment of a quality circle to monitor and review the quality aspects of the institution.
 - Involvement of alumni and industry experts in quality improvement activities.
 - Creation of a culture of excellence and innovation among staff and students.
- The college is planning to implement Quality Management System, Environment Management System and Energy Management System from the next academic session 2023-24. For the college is positively looking forward to getting ISO Certification for it.

PRACTICE 1: Implementation of e-governance:

To facilitate and simplify the various areas of operations, college has adopted e-governance and undergone incremental upgradation as follows.

Administration - The administration makes use of the college website to share vital pieces of information online such as the issuance of section card, identity card, publication of time-table, and academic calendar. Similarly, information related to vacancies, notices and circulars are posted on the website. The necessities generated by the onslaught of the coronavirus were met with shifting all processes online.

Finance and Accounts - The college accepts fee online, manages and keeps records of its own accounts using Tally and other software.

Student Admission and Support - Admission process is carried through college website where candidate fills the form, pay the fees online. After declaration of entrance exam result, online counselling takes place where student confirms his/her seat by paying the fees. Students are provided with login ID for Student portal where they can access all the details related to their course.

Examinations - Submission of examination form, downloading admit card and declaration of result takes place online. During lockdown period, all the exams were conducted in online manner.

PRACTICE 2: Implementation of latest technology in Teaching – Learning process

In order to progress continually with the technological development taking place around the world, college is making incremental changes in Teaching – Learning process.

- Encouragement for Blended learning.
- e-LMS facilities to students.
- e -development centre has been constituted to look after the development of e-contents in the form of recorded lectures, e-texts as per syllabus.
- ICT enabled classrooms for interactive teaching learning experience.
- Online classes were carried out through ZOOM platform during lockdown.

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The institution aims to review its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals. The IQAC oversees and assesses the quality of teaching, learning, operations and outcomes. It adheres to the standards and guidelines of NAAC and other relevant bodies. It gathers feedback from various stakeholders such as students, faculty, alumni, employers and external experts. It organizes academic audits, quality enhancement programs, workshops and seminars to foster quality education and research. It prepares the Annual Quality Assurance Report (AQAR) that showcases the institution's achievements, challenges and future plans. The IQAC is instrumental in ensuring the quality and excellence of the institution.

Annual Academic Audit:

It aims to review the quality of institution by assessing the curriculum aspect, teaching and learning process, research, infrastructural facilities and student support and progression. External Academic and Administrative Audit are performed and its reported is submitted to the Principal. Based on this report, the Principal monitors various departments and take necessary actions for improvement.

Blended Learning:

It aims to cater the needs of students in terms of quality education in less possible time without compromising with quality and content. Through e-content development center of the college, students are provided with recorded lectures and study materials. Faculties are encouraged to record their lecture of their respective syllabus which is uploaded in the YouTube channel of the college and link is provided to the students so that they can access it anytime and from anywhere.

6.5.3

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	View Document
NIRF report, AAA report and details on follow up actions	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

1. The college promotes gender equity through **academic and non-academic programmes**. Many courses instill **awareness about the social constructedness of gender** and the ways in which patriarchal cultures promote gender hierarchy.
2. The college promotes **participation and representation** of women at all levels, both academic and **administrative**. Women teachers find **representation in all the administrative committees**.
3. Security wise, there is appropriate lighting all over the campus.
4. There is a **Sexual Harassment Cell** and **Grievance Redressal Cell** where complaints regarding harassment, both sexual and otherwise, can be lodged and the said committees work toward finding the most appropriate solution.
5. Women teachers find **representation in the Proctorial Committee** which is entrusted with the task of discipline on the campus.
6. There is a police station near the campus and the **Police helpline number is made visible** on the walls of the campus.
7. The college has installed **surveillance cameras** across its space and closely monitors the state of affairs on a daily basis.
8. There is a dedicated **Women Cell** which endeavours to create a sustainable, equal opportunity environment conducive to an all-round development of women members of the campus community both professionally and personally. It constantly strives to ensure that girl students, women teachers and staff are treated with respect and dignity. It is committed to making the campus-environment safe for women – free from exploitation, harassment, and violence of any nature. The Women Cell of ECC was constituted in accordance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013. The Cell has both the faculty and students of the college as its members. It has been organising varied academic, technical, medical, cultural and social events for the upliftment of women and spread the real importance of gender equality in the society through college students.
9. The college has **Girls' Common Rooms**.
10. The college has a **gymnasium and other sports facilities** where girl students are encouraged to participate.
11. Girl students participate in nation building through the **NCC** and the **NSS**.
12. The college has a Transgender Inclusion policy.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs of the facilities.	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- e-Waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The institution runs a number of programmes to keep the campus environmentally friendly. The campus is well-maintained, with lots of green space. Caretakers, sweepers, and housekeeping employees work tirelessly to preserve the campus gardens, lawns, and plantations. Circulars to all stakeholders are regularly communicated to create awareness on imposed regulations and methods to steer clear of plastic/tobacco products. In addition to this, there are banners exhorting students not to bring anything made of or wrapped up in plastic. By sharing their opinions about the campus's waste management practices, the faculty and students take active part in minimizing waste. Various student bodies voluntarily and regularly engage in cleanliness drive, both within and outside the campus.

There are trash cans near and inside campus buildings, lab, lavatory, and mess, etc. Through the enforcement of waste segregation regulations wherein for collection of degradable and non-degradable waste we have different coloured wastebins, the institution carries out solid waste management. Waste

from the waste bins is collected by the local municipal corporation and is disposed of in a timely and strategic manner. Each building has a designated sweeper who is responsible for handling all of the trash produced on campus.

File Description	Document
Geo-tagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: C. Any 2 of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

1. Students and the Staff in the college are encouraged to use bicycles as means of transportation, and college has marked a separate area where the cycles and vehicles of incoming students are parked. The entry to this stand is separate and students are barred from entering the campus on any motor vehicle. The idea is to keep the classroom atmosphere free from noise and air pollution. The campus is a green zone devoid of any disturbance curated for quiet reflection and passionate give and take of ideas.

2. Tree plantation drives both within and beyond the campus are organised on a regular basis. Through these drives students learn to nurture nature. The campus is green all through the year and boasts of an eco-park as well as a botanical garden, besides parks of slightly more ordinary nature. The roads leading

to departments are pedestrian friendly and students can be seen exchanging notes while taking a walk around the campus under the shadow of trees, big and small.

3. Plastic free campus: Our college promotes the idea that plastic, although seemingly all pervasive, can be rid of at least within the campus. Therefore, we do not allow the consumption of tobacco in any form and have made its possession a punishable offence. Also, we regularly reach out to our students to make this endeavour successful.

4. Paperless Office: We have a strong ICT infrastructure, and we aspire our day to day functions to be as paperless as possible. Many of our processes are completed through the online mode. Over the last few years we have significantly reduced our reliance on paper.

5. Solid, Liquid, e-waste management: We have strategically placed dustbins in such a way that they are within reach of every student the students are encouraged to properly use them. The solid waste collected in the college is then disposed by the local municipal corporation.

6. College carries out (extension) activities such tree plantation drives and cleanliness drive both inside and outside the college.

7. The college has an Environmental Policy and seeks to attain awards and recognition for its environmental initiatives.

8. The college issues circulars from time to time so as to enforce rules and prohibitions to maintain green campus initiatives.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

Response: B. Any 3 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Ewing Christian College is dedicated to inclusive education that encourages responsible citizenship as a crucial component in pursuing the objective of nation-building. The organisation guarantees an open, dynamic, and equal educational environment as well as job possibilities for individuals with disabilities on campus, acknowledging their talents and rights. It recognises that students who are differently abled or have impairments may encounter the educational process in ways that differ from those of their peers who are able-bodied, and that they require the necessary resources and support in order to be integrated into campus life. It makes effort to continuously raise the bar for accessibility to facilities at all levels in order to further their development. Ewing Christian College is dedicated to inclusive education that encourages responsible citizenship as a crucial component in pursuing the objective of nation-building. The organisation guarantees an open, dynamic, and equal educational environment as well as job possibilities for individuals with disabilities on campus, acknowledging their talents and rights. It recognises that students who are differently abled or have impairments may encounter the educational process in ways that differ from those of their peers who are able-bodied, and that they require the necessary resources and support in order to be integrated into campus life. It makes effort to continuously raise the bar for accessibility to facilities at all levels in order to further their development.

The college has ramps and rails for easy access to classrooms to differently-abled students at a number of places. A number of students take advantage of these facilities. The college also provides readers and scribes as and when there is a demand from any student.

File Description	Document
Upload any additional information	View Document

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 such other diversities (within 500 words).

Response:

The college provides and promotes an inclusive environment as it caters to the educational needs of students of diverse socioeconomic and cultural background. It aims to create harmony among students by providing a level playing field to all. The **curriculum imparted** at the college promotes the idea of diversity and inclusion. Besides, there are a number of extra-curricular activities which ensure that the campus remains a space where diversity is respected and people from all walks of life feel included.

There is an active **Women Cell** that is empowered to register and initiate actions against any event of gender discrimination. It also organizes rallies, events to draw attention of all stakeholders to the nature of gender inequality/ sexism/ misogyny in patriarchal cultures. The college takes pride in not having any glass ceiling for women; they find representation in all decision- making boards and committees.

The college has a policy **for inclusion of Transgender students** and staff. The policy helps in controlling discrimination against gender non-conformity and thereby supports diversity of sexuality/ gender on the campus.

The college welcomes students and staff from all parts of the country. We believe in the idea that cultural and linguistic diversity brings creativity and innovation in the realm of theory and practice. To forge the spirit of oneness, the **college organizes extra-curricular activities/ programmes such as National Youth Day, Yoga Day, Women's Day, Teachers' Day, Induction Assembly, National Science Day, Sports' Day, Holi Milan, Christmas Day, etc. During the festival of Diwali, students light diyas in the campus.**

The college has an **Anti- Ragging Cell** which prevents fresher students against untoward incidents of violence. The Proctorial committee ensures that the college remains a safe space for all. The Gandhi Prarthana Samaj organizes year-round programmes, to spread the Gandhian philosophy of truth, nonviolence and justice, so as to foster tolerance and harmony in the college. The Units of National Service Scheme (NSS) and NCC also carry the message of Unity in Diversity through their activities. Additionally, the college has ensured that its concrete space supports the mobility of differently abled students by making arrangements such as Ramps and Rails at most places.

The medium of instruction in most disciplines is both Hindi and English which aims to facilitate learning for students from provincial background who are much more comfortable in the vernacular.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

At Ewing Christian College, we prioritise providing students with a comprehensive, all-around education. One of the main ways we accomplish this is by using numerous methods to educate students about their constitutional rights, beliefs, obligations, and responsibilities. Through both the curriculum and extracurricular activities, the institution makes students and staff aware of their constitutional responsibilities. Many of the courses that are provided include topics that educate students about their constitutional rights in an effort to uphold democratic principles. In their first year, all students also take a course on environment studies, which provides them with knowledge on worldwide environmental concerns, the wildlife protection act, the forest act, and other environmental acts.

Each year, the institution celebrates Independence Day and Republic Day, the college organizes a number of activities such as speech by eminent personalities, parade, cultural activities etc. to foster awareness of constitutional values rights, and duties. Forums such as Tarun Shanti Sena, the NSS and the NCC, the Gandhi Prarthana Samaj celebrate events year-round that underscore the importance of responsible citizenship. The college also celebrates commemorative days for national heroes. National Voters' Day is celebrated each year to underscore the importance of responsible citizenship.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document

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.

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices**7.2.1**

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

Response:

Practice-I Title of the practice: Compulsory Spoken English and Personality Development Course

The Objective (100 words): English language skills of fresh undergraduate students be enhanced at the very beginning, so that they can be more at ease in the college academic environment and be better equipped to face market forces after the completion of their course.

The Context (150 words): Every year, many students who are admitted to our college for various courses come from rural/ semi-urban background where medium of instruction is often in the vernacular. Also, with deteriorating standards of teaching at the secondary level in public schools in rural areas, the students usually have poor communication skills particularly in English which is the language of the market as well as the medium of instruction in many of our courses, particularly those that are professionally inclined.

The Practice (400 words): It must be acknowledged that, in general, while a lot of emphasis is laid on teaching specific subjects across our academic programs, little to no stress is laid on development of communication skills of the students, particularly in the English language which happens to be, fortunately or unfortunately, the language of market and employment in India and elsewhere. We also identified that there was an additional need of soft skills course for our students to enhance their employability, i.e., for them to be able to chart their growth stories/ trajectories specifically in the booming service sector. The Compulsory Spoken English and Personality Development Course, in our estimation, meets the requirement of the service industry. We ensure that in the very first semester of their joining the students learn the nuances of the English language which includes the four skills of listening, reading, writing, and speaking. It aims at making students fluent in English, and enabling them through soft-skills, ready for corporate and other employment avenues.

Evidence of Success (200 words): This programme proved to be an instant success, as students thronged in large numbers to get registered for the course. Student feedback has been very encouraging in favour of this programme. The coll that we are the only college in Prayagraj which has been able to address this big problem faced by deprived students by arranging successful organisation of this skill development programme for its students without any external help and is sustaining it as an essential component of the college academic programme.

Problems Encountered and Resources Required (150 words): Some challenges faced by us in the introduction of this programme were as follows: Shortage of qualified staff. Lack of infrastructure. Shortage of funds. The college recruited a number of Spoken English trainers to impart the programme. The Programme was made compulsory for all the newly admitted students and adequate funds were arranged for the running of the course. A separate space was created so that the trainers and trainees could participate in the teaching-learning activity without hassles.

Practice – II Title of the Practice: Compulsory Computer Awareness Programme

Objectives of the Practice (100 words): The objective behind adopting this as a practice was to help our students coming from poor background and mostly on the wrong side of the digital divide to become comfortable with the basics of Information Technology.

The Context (150 words): To access digital data which has become an important part of the knowledge ecosystem computer literacy has been understood by us as a necessary academic achievement to make

our students better prepared for the digital world.

The Practice (400 words): Though the need and necessity of computer literacy has been identified, many institutions engaged in higher learning have been slow in their response, leaving the job for private operators, who charge exorbitant fee to maximize profits, which was often beyond reach of majority of our students. As such, the issue that was to be addressed was to enhance quality of educational programme through imparting computer literacy without losing sight of equity and access.

Evidence of Success (200 Words): Computer literacy classes opened up a new world for all the students to access and acquire information and knowledge. One of the first signs was the way they presented lectures arranged on various topics by different departments. Many departments acknowledged the palpable shift in the quality of their presentations. Naturally, an avenue opened up for students to attain knowledge from alternative sources other than classroom teaching and books from the library. Another sign of success was the ease with which information was being shared by final year students searching for options after graduation. Ease in handling the computer and using internet for search, students are able to acquire information about various options and get registered in the entrance level exams in time and prepare adequately for them by downloading previous years' questions papers and other content related to preparation. This has resulted in a fairly good number of students securing admission in prestigious institutions like IITs, IIMs, DU, JNU, BHU and other institutions of higher learning of repute. Some of these graduates have informally shared that computers classes did place them in a better position as compared to their counterparts.

Problems Encountered and Resources Required (150 words): To introduce the programme as a compulsory component of educational programme was a big challenge, because of the sheer number of students to be covered under this scheme. The target group was the senior students, and their number was around 600. Then, it was difficult again to economise on the fee front as this programme was capital intensive. Another problem was to design the programme in such a way that it is just sufficient to initiate the student in the use of the relevant technology in a limited time frame, and then leaving the students hungry to satisfy their curiosity on their own.

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

In 2004, the college administration deliberated on modifying the election process for formation of student representative body in the college. The idea was to bring innovation in the student election process and bring it at par with student bodies in various institutions of higher learning across India. The additional advantage estimated was minimisation of external interference from political and non-political agencies. This would in turn enhance peace and order and over all discipline on campus. A full concept paper was prepared and the form of the student representation was proposed to be changed from the direct elections of the student body to indirect election so as to elect all members of the student

executive. A referendum was conducted in 2005 among students to find out whether the students preferred students' union over students' council. Students voted in favour of students' union and elections were conducted accordingly. Later in the same year, Lyngdoh Committee was appointed by the top Court in 2005 to recommend measures for the regulation of student body elections in India. When the Committee, headed by former Chief Election Commissioner JS Lyngdoh, gave a Report, it was directed by the Court that the Report be implemented as an interim measure in all higher educational institutions. Since then Ewing Christian College has been following the provisions of the Lyngdoh Commission for formation of students' union. The provisions of the Lyngdoh Commission are both student-friendly and institution-friendly and have proved vital in establishing a more conducive environment for continuance of teaching-learning activities on campus.

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Ewing Christian College is dedicated to a culture of continuous enhancement in academic program quality, efficient resource allocation, and seamless integration of technology. It is imperative to establish robust quality assurance mechanisms, upgrade infrastructure, and forge strategic alliances with industries to align with the accreditation criteria set by the National Assessment and Accreditation Council (NAAC) in compliance with the National Education Policy (NEP). These efforts are aimed at providing students with a comprehensive educational journey.

The institution is committed to a student-centric ethos, promoting research endeavors, and fostering community involvement to bolster its standing and ensure successful accreditation. As part of its adherence to the NEP, the college is actively engaged in developing a diverse curriculum that will align with the policy's objectives. This strategic approach underscores the institution's commitment to academic excellence and innovation in line with national educational directives.

Concluding Remarks :

Ewing Christian College in Prayagraj stands as a beacon of excellence and innovation in higher education, offering a wide array of educational programs, nurturing a research-centric atmosphere, providing state-of-the-art infrastructure, and delivering student-focused support services. With a curriculum encompassing 59 programs and an impressive 1118 courses, the college emphasizes practical learning and interdisciplinary skills to produce adaptable graduates. Regular curriculum evaluations, integration of ethical practices, and research opportunities enrich the educational experience for students.

Despite its notable strengths, the college faces challenges such as adapting to the evolving job market, resource constraints, and ensuring program quality. Strategic solutions are imperative to align educational offerings with industry needs, secure sufficient funding, and leverage technology effectively to enhance institutional efficiency. Ongoing monitoring, assessment, and refinement of curriculum design and teaching methods are crucial in maintaining academic standards and ensuring student success.

Ewing Christian College is strategically positioned to seize opportunities for growth, collaboration, and technological advancement. By expanding program offerings, fostering research partnerships, enhancing student support services, and embracing technology, the college can enhance the educational journey for its students. Strengthening ties with industries, exploring new avenues for career guidance and placement support, and staying abreast of emerging trends can establish the college as a leading institution committed to academic excellence and student success.

In conclusion, Ewing Christian College's steadfast dedication to holistic student development, academic excellence, and community involvement underscores its pivotal role as an educational trailblazer. By proactively addressing challenges, strategically leveraging opportunities, and building on its strengths, the college can evolve into a center of learning, research, and innovation. Through a concerted focus on continuous improvement and student-centered initiatives, Ewing Christian College is poised to shape the landscape of higher education and empower generations of learners for success and societal impact.

Over the past five years, Ewing Christian College has introduced 59 programs consisting of 1118 courses, maintained a high pass rate across disciplines, published numerous research works, conducted outreach programs benefiting thousands of students, secured project grants, and implemented a robust mentorship program. These achievements underscore the institution's commitment to academic excellence, research innovation, and student welfare, paving the way for a promising future in higher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 67 Answer after DVV Verification: 65</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 1264 Answer after DVV Verification: 1264</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.</p>
1.3.3	<p>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</p> <p>1.3.3.1. Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years Answer before DVV Verification : 9 Answer after DVV Verification: 13</p> <p>1.3.3.2. Total Number of programmes offered (without repeat count) during the last five years Answer before DVV Verification : 59 Answer after DVV Verification: 13</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.</p>
2.4.2	<p>Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years Answer before DVV Verification : 100 Answer after DVV Verification: 76</p> <p>Remark : DVV has made changes as per the document shared by the HEI</p>
3.2.3	<p>Percentage of teachers recognised as research guides as in the latest completed academic year</p> <p>3.2.3.1. Number of teachers recognised as research guides as in the latest completed academic year: Answer before DVV Verification : 21 Answer after DVV Verification: 28</p>

Remark : DVV has made changes as per prescribed format shared by HEI.

3.4.3 Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification : 234

Answer after DVV Verification: 209

Remark : DVV has made changes as per prescribed format shared and values have been downgraded as those publication were not UGC CARE

3.4.4 Number of books and chapters in edited volumes published per teacher during the last five years

3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years

Answer before DVV Verification : 88

Answer after DVV Verification: 55

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.

3.6.2 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	13	6	28	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	4	7	3

Remark : DVV has made changes as per report shared by HEI and values have been downgraded as we have excluded days celebration activities like independence day, yoga day etc. and has considered the photographs of event conducted as per below link
<https://www.ecc.ac.in/uploads/iqac/SSR//uiBEjZKsew.pdf>

5.1.4 The institution adopts the following for redressal of student grievances including sexual

harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made changes as per supporting's shared by HEI and 2 of above options has been selected as we have received supporting's of Organisation wide awareness and undertakings on policies with zero tolerance and Mechanisms for submission of online/offline students' grievances

6.3.3 **Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

6.3.3.1. **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	37	25	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	12	24	19	14

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.

2.Extended Profile Deviations

ID	Extended Questions
1.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 176</p> <p>Answer after DVV Verification : 184</p>