



Yearly Status Report - 2019-2020

Part A

Data of the Institution

| | | |
|---|--|---|
| 1. Name of the Institution | | EWING CHRISTIAN COLLEGE (AUTONOMOUS) |
| Name of the head of the Institution | | Dr. Arun Salick Moses |
| Designation | | Principal(in-charge) |
| Does the Institution function from own campus | | Yes |
| Phone no/Alternate Phone no. | | 05322413645 |
| Mobile no. | | 9473805958 |
| Registered Email | | principal@ecc.ac.in |
| Alternate Email | | cdc@ecc.ac.in |
| Address | | Ewing Christian College, 711 Gaughat, Mutthiganj |
| City/Town | | Prayagraj |
| State/UT | | Uttar pradesh |
| Pincode | | 211003 |

| 2. Institutional Status | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|------|---------------------------------------|-------------|-------------|-------|-------|------|----------------------|----------|--|-------------|-----------|---|-----|------|------|-------------|-------------|---|---|------|------|-------------|-------------|
| Autonomous Status (Provide date of Conformant of Autonomous Status) | 25-Aug-1994 | | | | | | | | | | | | | | | | | | | | | | | | |
| Type of Institution | Co-education | | | | | | | | | | | | | | | | | | | | | | | | |
| Location | Urban | | | | | | | | | | | | | | | | | | | | | | | | |
| Financial Status | central | | | | | | | | | | | | | | | | | | | | | | | | |
| Name of the IQAC co-ordinator/Director | Dr. Ashok Kumar Pathak | | | | | | | | | | | | | | | | | | | | | | | | |
| Phone no/Alternate Phone no. | 05322413645 | | | | | | | | | | | | | | | | | | | | | | | | |
| Mobile no. | 9450631658 | | | | | | | | | | | | | | | | | | | | | | | | |
| Registered Email | iqac@ecc.ac.in | | | | | | | | | | | | | | | | | | | | | | | | |
| Alternate Email | chairman.iqac.ecc@gmail.com | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Website Address | | | | | | | | | | | | | | | | | | | | | | | | | |
| Web-link of the AQAR: (Previous Academic Year) | https://ecc.ac.in/upload/81e8715272a618b5652f6d647cea2d44599339626.pdf | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Whether Academic Calendar prepared during the year | Yes | | | | | | | | | | | | | | | | | | | | | | | | |
| if yes,whether it is uploaded in the institutional website: Weblink : | https://www.ecc.ac.in/iqac.php | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Accrediation Details | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>B++</td> <td>2.83</td> <td>2004</td> <td>16-Sep-2004</td> <td>15-Sep-2009</td> </tr> <tr> <td>2</td> <td>B</td> <td>2.62</td> <td>2014</td> <td>21-Feb-2014</td> <td>20-Feb-2019</td> </tr> </tbody> </table> | | | | | | Cycle | Grade | CGPA | Year of Accrediation | Validity | | Period From | Period To | 1 | B++ | 2.83 | 2004 | 16-Sep-2004 | 15-Sep-2009 | 2 | B | 2.62 | 2014 | 21-Feb-2014 | 20-Feb-2019 |
| Cycle | Grade | CGPA | Year of Accrediation | Validity | | | | | | | | | | | | | | | | | | | | | |
| | | | | Period From | Period To | | | | | | | | | | | | | | | | | | | | |
| 1 | B++ | 2.83 | 2004 | 16-Sep-2004 | 15-Sep-2009 | | | | | | | | | | | | | | | | | | | | |
| 2 | B | 2.62 | 2014 | 21-Feb-2014 | 20-Feb-2019 | | | | | | | | | | | | | | | | | | | | |
| 6. Date of Establishment of IQAC | 10-Dec-2007 | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Internal Quality Assurance System | | | | | | | | | | | | | | | | | | | | | | | | | |
| Quality initiatives by IQAC during the year for promoting quality culture | | | | | | | | | | | | | | | | | | | | | | | | | |
| Item /Title of the quality initiative by IQAC | Date & Duration | | Number of participants/ beneficiaries | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|---------------------------|------------------|----|
| Special Lecture | 12-Feb-2020 1 | 46 |
| Special Lecture | 28-Nov-2019 1 | 40 |
| Special Lecture | 20-Nov-2019 1 | 79 |
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8. Provide the list of Special Status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|--------------------------------|--------------------------------------|----------------|-----------------------------|----------|
| Ewing Christian College | College for Potential for Excellence | UGC | 2006 1430 | 10000000 |
| Ewing Christian College | Community College Scheme | UGC | 2014 730 | 9620000 |
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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

- Constant encouragement and inspiration by the IQAC to promote research aptitude and research ethics among faculty members and students. They are encouraged to send proposals for major and minor research projects of UGC, DST etc.

- The IQAC ensures that the college maintains a consistently good academic record. For proper improvement of academic standards the IQAC monitors teaching and student performance.

- As an advisory body the IQAC offers suggestions for development of intellectual property, language skill, the teaching-learning process, infrastructure and in many other fields related to the college.

- The IQAC ensures that students' grasp over all areas of curriculum through periodical assessments.

- The teachers are encouraged to participate in Refresher Courses, Orientation Programmes, Research, Seminars and Workshops etc. for the upgradation of knowledge base.

No Files Uploaded !!!

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

| Plan of Action | Achivements/Outcomes |
|--|--|
| Library hours for book issue for departmental libraries to be increased | Departments to offer possible flexibility. |
| Providing a choice (in lieu of subject specific skill enhancement course) for interested VI semester students to carry out a mini project work as they have already studied Research Methodology in Semester V | To be placed in Academic Council. |
| Providing a choice to opt for any one of the SEC for semester V students (Research Methodology/Tourism and Travel/ Health management administration) | To be placed in Academic Council |
| Functional Carrier guidance and Placement Cell | Chairperson - DSW Coordinator - Dr. U.K. Yadav Mr. Ashish Huri Ms. Anamika Fredrick Dr. Richa Bhargwa Mr. P.K. Solomon Proposed Space Allocation: BCA/B.Com Building. |
| Organizing Scholarship/Awards distribution functions | Faculty. In-charge to be assigned. |
| Optical Mark reader /device for the examination cell | In process |
| Clean campus and Green Campus-Effecting waste management and Ban of plastic use as per UGC guidelines | NSS Units to take a lead. |
| Periodic change of coordinators of Self-financed programs/SECs | Some changes have been done |
| Improvement of infrastructural / ICT facilities in IQAC | Computer and LCD Projector wi-fi enabled have been installed in IQAC |
| Restructuring of the econtent facility to include media centre to develop econtent modules in all four quadrants | <ul style="list-style-type: none"> • Restructuring is under consideration • Website space increase and provision to upload econtent on College website |

as per local need and dissemination through college website.

is under process/consideration • Swayam Prabha channel telecast through optimum utilization of available resources is ready. This is a unique initiative of content collection centre. • Content collection centre is ready to offer econtent related consultancy services to other departments' institutes. • Econtent development for SEC (Research Methodology is in progress), coordinator to track the progress.

[View File](#)

14. Whether AQAR was placed before statutory body ?

Yes

| Name of Statutory Body | Meeting Date |
|---------------------------------------|--------------|
| Heads/Coordinators Committee and IQAC | 26-Aug-2021 |

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2016

Date of Submission

19-Mar-2016

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief description and a list of modules currently operational (maximum 500 words)

The college has made substantial advancements in turning many processes online. In fact, it is one of the few colleges in the region which process admission, fee submission completely online. Though there is a rigorous physical entrance exam, the rest of the procedure such as the declaration of entrance exam results, ranking secured by the students, etc. is made through the college website which is timely updated. In addition to this, the delivery of provisional marksheet for undergraduate and postgraduate students also happens through the college website. Other aspects of the information system include the online issuance of admit card, section card, notices, examination schedules, and the sharing of the academic calendar.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

| Name of Programme | Programme Code | Programme Specialization | Date of Revision |
|-------------------|----------------|--------------------------|------------------|
| BSc | UG-BZC | Botany | 10/10/2019 |
| BSc | UG-BBTC | Botany | 10/10/2019 |
| BSc | UG-BMBZ | Botany | 10/10/2019 |
| BSc | UG-BBTC | BioTechnology | 10/10/2019 |
| BEd | BEd | -- | 27/09/2019 |

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1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

| Programme with Code | Programme Specialization | Date of Introduction | Course with Code | Date of Introduction |
|---------------------|--|----------------------|--|----------------------|
| BA | - | Nill | Environmental Awareness (AECC2) | 02/01/2020 |
| BA | - | Nill | Spoken English and Personality Development (AECC1) | Nill |
| BA | - | Nill | Computer Awareness (SEC1) | Nill |
| BA | - | Nill | General Science & Mental Aptitude(SEC2A) | 02/01/2020 |
| BA | - | Nill | Research Methodology (SEC3) | Nill |
| BSc | UG-PCM; UG-PSM; UG-BZC; UG-PEM; UG-PCAM; UG-PBPM; UG-BBTC; UG-BMBZ | Nill | Spoken English and Personality Development (AECC1) | 02/01/2020 |
| BSc | UG-PCM; UG-PSM; UG-BZC; UG-PEM; UG-PCAM; UG-PBPM; UG-BBTC; UG-BMBZ | Nill | Environmental Awareness (AECC2) | Nill |
| BSc | UG-PCM; UG-PSM; UG-BZC; UG-PEM; UG-PCAM; UG-PBPM; UG-BBTC; UG-BMBZ | Nill | Computer Awareness (SEC1) | Nill |

| | | | | |
|-------------------|--|-----|--|------------|
| BSc | UG-PCM; UG-PSM; UG-BZC; UG-PEM; UG-PCAM; UG-PBPM; UG-BBTC; UG-BMBZ | Nil | General Awareness and Mental Ability (SEC2B) | 02/01/2020 |
| BSc | UG-PCM; UG-PSM; UG-BZC; UG-PEM; UG-PCAM; UG-PBPM; UG-BBTC; UG-BMBZ | Nil | Research Methodology (SEC3) | Nil |
| No file uploaded. | | | | |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|------------------------------------|--------------------------|-----------------------|
| No Data Entered/Not Applicable !!! | | |
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the College level during the Academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|------------------------------------|--------------------------|---|
| No Data Entered/Not Applicable !!! | | |

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|-------------------------------|----------------------|-----------------------------|
| Moral and Religious Education | 17/07/2019 | Nil |
| No file uploaded. | | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|------------------------------------|--------------------------|---|
| No Data Entered/Not Applicable !!! | | |
| No file uploaded. | | |

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|-----------|-----|
| Students | Yes |
| Teachers | Yes |
| Employers | No |
| Alumni | No |
| Parents | No |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

| |
|--|
| Feedback Obtained |
| Self-assessment provides feedback regarding the strengths, weaknesses, |

opportunities and threats relevant to quality assurance within the institute. Quality assurance framework within Ewing Christian College, Prayagraj involves all the administrative and teaching wings of the college. It covers from governance to implementation of policies and procedures. In this regard, IQAC provides the necessary arrangements for a constructive feedback responses from students, teachers, parents, alumni and other stakeholders on quality related institutional processes. The ultimate goal of stakeholder's feedback is to get useful insights for the purpose of improvement in all aspects of teaching, learning, assessment and capacity. Types of Feedbacks: (A) Student Feedback (i) Feedback on Teacher It involves feedback on subject teacher related to professional competencies and learning environment during the classroom teaching. (ii) Feedback on Curriculum, Teaching-Learning-Evaluation and Infrastructure Student's evaluation of their learning experience is an integral and necessary component of any quality assurance system as adopted by universities as it allows the institution to evaluate how its service provision is viewed by its most important group of stakeholders, namely its students. (B) Teacher's Feedback The purpose of the feedback is to obtain the teachers input on the overall educational environment prevalent in Ewing Christian College, Prayagraj. This feedback will specifically target the inputs of teachers on curriculum design, assessment patterns, infrastructure, Internet and computer facilities and overall working environment. Collection of Feedback: Feedback collection can be made either online or offline modes. Online mode includes submission of responses on portal of Ewing Christian College i.e. www.eccprayagraj.org as well as via e-mail while offline submission involves the manual submission of feedback through printed questionnaire provided by institution at requisite schedule. The qualitative feedbacks in the form of appreciation letters, e-mails are also analysed. Feedback Analysis, recommendations and Action taken: This mechanism involves the compilation of data collected from various stakeholders in the prescribed format to be submitted to the Feedback Co-ordinator in soft as well as hard copy. The feedback collected manually will be analysed by assigned faculty and the scores to be submitted to Head/Coordinator of Department for compilation of data. On the basis of the feedback received from various stakeholders, the feedback co-ordinator will compile the final observations (includes departmental average and institutional average) and the same will be put forth for further action by Chairman, IQAC.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|-----------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| BA | BA | 650 | 2047 | 662 |
| BSc | UG-PCM | 240 | 1908 | 234 |
| BSc | UG-PSM | 60 | 256 | 57 |
| BSc | UG-BZC | 200 | 709 | 197 |
| BSc | UG-PEM | 60 | 215 | 63 |
| BSc | UG-PCAM | 60 | 303 | 57 |
| BSc | UG-PBPM | 60 | 79 | 58 |
| BSc | UG-BBTC | 40 | 217 | 39 |
| BSc | UG-BMBZ | 60 | 191 | 57 |
| BEEd | BEEd | 100 | 329 | 100 |

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2019 | 4722 | 392 | 18 | Nil | 61 |

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|----------------------------|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 79 | 79 | 367 | 39 | Nil | 48 |

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

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 to the needy students. This is to note that at the undergraduate level when the students have just ventured out of their protected homogenised environs to participate as independent adults, making choices and dealing with day-to-day life is not so simple given all kinds of pressure 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 is required 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. Keeping the above in mind, the college has framed a mentoring policy which is as follows: The mentoring has to be done in the following areas: Academic, Personal, and Psycho-Social problems. Each student shall be issued a "Mentoring Card" by the college and when the student approaches the mentor for the purpose of mentoring, he/she must possess the "Mentoring Card" issued by the college. The mentor shall sign on the "Mentoring Card" every time the student approaches the mentor for the purpose of mentoring. Each mentor must receive the complaint of the student through a written application. Thereafter the action taken must be written on the back of the application submitted by the student and a copy of each of such application must be properly filed for the purpose of record. Each faculty member shall be assigned a few students for the purpose of mentoring. The academic, personal and other problems of the student may be dealt by the mentor himself/herself. However, if the student is facing some non-academic personal problem due to misconduct of some students of this college, inside or outside the college premises, then the mentor may direct the concerned student to the Chief Proctor of the college for necessary action and relief/remedy. If the mentor concludes that problem of the student is psycho-social in nature then the mentor should direct the concerned student to the college counsellor in the college counselling cell for necessary counselling and relief. In case of sexual harassment of a girl student, the chief proctor may refer the case to the President of College Women's Cell for necessary action and remedy/relief. The original copy of the application submitted by the student may, if necessary, be referred to the Chief Proctor or College Counsellor or President of College Women's Cell for necessary action and relief/remedy.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|--|-----------------------------|-----------------------|
| 5114 | 79 | 1 : 65 |

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 93 | 79 | 14 | Nill | 60 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---|---|-------------|--|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|----------------|----------------|----------------|--|---|
| BA | BA | Sem VI | 17/10/2020 | 03/12/2020 |
| BSc | UG-PCM | Sem VI | 07/10/2020 | 26/11/2020 |
| BSc | UG-PSM | Sem VI | 07/10/2020 | 26/11/2020 |
| BSc | UG-BZC | Sem VI | 07/10/2020 | 26/11/2020 |
| BSc | UG-PEM | Sem VI | 07/10/2020 | 03/12/2020 |
| BSc | UG-PCAM | Sem VI | 07/10/2020 | 26/11/2020 |
| BSc | UG-PBPM | Sem VI | 07/10/2020 | 26/11/2020 |
| BSc | UG-BBTC | Sem VI | 07/10/2020 | 26/11/2020 |
| BSc | UG-BMBZ | Sem VI | 07/10/2021 | 26/11/2020 |
| BSc | BEd | Sem VI | 28/09/2020 | 13/11/2020 |

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

| Number of complaints or grievances about evaluation | Total number of students appeared in the examination | Percentage |
|---|--|------------|
| Nill | 5114 | 0.00 |

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://www.ecc.ac.in/igac.php>

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students | Number of students passed | Pass Percentage |
|----------------|----------------|--------------------------|--------------------|---------------------------|-----------------|
|----------------|----------------|--------------------------|--------------------|---------------------------|-----------------|

| | | | appeared in the final year examination | in final year examination | |
|---------------------------|-----|---------|--|---------------------------|-----|
| PG-AH | MA | PG-AH | 23 | 23 | Nil |
| UG-PBPM | BSc | UG-PBPM | 36 | 35 | Nil |
| UG-BMBZ | BSc | UG-BMBZ | 61 | 61 | Nil |
| UG-BBTC | BSc | UG-BBTC | 37 | 37 | Nil |
| UG-PCAM | BSc | UG-PCAM | 47 | 46 | Nil |
| UG-PEM | BSc | UG-PEM | 56 | 55 | Nil |
| UG-BZC | BSc | UG-BZC | 145 | 132 | Nil |
| UG-PSM | BSc | UG-PSM | 44 | 41 | Nil |
| UG-PCM | BSc | UG-PCM | 184 | 180 | Nil |
| BA | BA | BA | 521 | 483 | Nil |
| View File | | | | | |

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<http://www.ecc.ac.in/igac.php>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Promotion of Research and Facilities

3.1.1 – The institution provides seed money to its teachers for research

No

No file uploaded.

3.1.2 – Teachers awarded National/International fellowship for advanced studies/ research during the year

| Type | Name of the teacher awarded the fellowship | Name of the award | Date of award | Awarding agency |
|---|--|-------------------|---------------|-----------------|
| No Data Entered/Not Applicable !!! | | | | |
| No file uploaded. | | | | |

3.2 – Resource Mobilization for Research

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|-----------------------|----------|----------------------------|------------------------|---------------------------------|
| Major Projects | 1440 | BRNS, BARC Mumbai | 49.74 | Nil |
| Any Other (Specify) | 1080 | UGC | 10 | Nil |
| Any Other (Specify) | 1080 | UGC | 10 | Nil |
| Any Other (Specify) | 1080 | UGC | 10 | 8 |
| Any Other (Specify) | 1080 | UGC | 10 | 8 |

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3.2.2 – Number of ongoing research projects per teacher funded by government and non-government agencies during the years

0.06

3.3 – Innovation Ecosystem

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|--|-------------------|------------|
| Global Covid-19 Crisis, Environment and Sustainable Development | Botany | 16/06/2020 |
| Seven Days International Chemistry Webinar on Rethink, Restructure, Revive and Recycle- A Post covid perspective | Chemistry | 09/06/2020 |
| Two- Day Lecture Series on Energy Sector and the Application of Chemistry | Chemistry | 22/06/2020 |
| Rise Up for the Blue | Zoology | 08/06/2020 |
| Presentation Skills- Tools and Techniques | Geography | 15/10/2019 |
| Challenges, Opportunities and Strategies in post Covid-19 era: An Economic Perspective | Economics | 12/06/2020 |
| Experimental Techniques for Materials Characterisation (NSETMC-2020) Workshop and National Seminar | Physics | 06/02/2020 |

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3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|--|---------------------------|--|---------------|----------|
| Distinguish Scientist Award-2019 | Dr. Ashok Kumar Pandey | SSDAT, Hyderabad | 22/10/2019 | Teacher |
| Eminent Scientist Award-2019, SSWS, NDOV | Dr. Ashok Kumar Pandey | SVWS Lucknow | 23/11/2019 | Teacher |
| Best Oral Presentation Award | Mr. Saurabh Navneet Singh | Pragati International Scientific Research Foundation, Meerut | 27/09/2019 | Teacher |

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3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|---|------|--------------|----------------------|--------------------|----------------------|
| No Data Entered/Not Applicable !!! | | | | | |
| No file uploaded. | | | | | |

3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

| Name of the Department | Number of PhD's Awarded |
|---|-------------------------|
| No Data Entered/Not Applicable !!! | |

3.4.2 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---------------|-------------------|-----------------------|--------------------------------|
| International | Mathematics | 4 | 5.34 |
| International | Botany | 8 | 2.47 |
| International | Education | 3 | 4.39 |
| International | Political Science | 1 | 2.59 |
| International | Physics | 2 | 1.17 |
| International | Chemistry | 8 | 1.94 |
| National | Medieval History | 6 | 1.58 |
| National | Political Science | 6 | 1.58 |
| National | Economics | 1 | 2.59 |
| National | Urdu | 3 | 0.38 |

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3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|------------|-----------------------|
| Economics | 3 |
| Physics | 2 |
| Chemistry | 3 |
| Education | 3 |
| Botany | 1 |
| Zoology | 4 |

[View File](#)

3.4.4 – Patents published/awarded during the year

| Patent Details | Patent status | Patent Number | Date of Award |
|---|---------------|---------------|---------------|
| No Data Entered/Not Applicable !!! | | | |
| No file uploaded. | | | |

3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|--|----------------|---|---------------------|----------------|---|---|
| Determination and Comparison of antimicrobial activity of Psidium guajava and Emblica officinalis against MDR bacteria. | A. S. Moses | Journal of Pharmacognosy and Phytochemistry | 2019 | 1 | Ewing Christian College | 1 |
| Laser-Induced Breakdown Spectroscopy Coupled with PCA Study of Human Tooth | A. K. Pathak | National Academy Science Letters | 2019 | 3 | Ewing Christian College | 3 |
| Study of structural and surface morphological properties of Tb doped ZnO nanoparticles using XRD, XPS and fractal analysis | K. L. Pandey | Materials Research Express | 2019 | 5 | Ewing Christian College | 5 |
| Study of structural and surface morphological properties of Tb doped ZnO nanoparticles using XRD, XPS and fractal | P. K. Priya | Materials Research Express | 2019 | 5 | Ewing Christian College | 5 |

| | | | | | | |
|--|-----------------|---|------|----|-------------------------|-----|
| analysis | | | | | | |
| Simultaneous oxidation and esterification of cellulose for use in treatment of water containing Cu (II) ions | Vivek Bhadauria | Carbohydrate polymers | 2019 | 14 | Ewing Christian College | 14 |
| Synthesis of IONP's decorated graft copolymers and study of their magnetic force induced waste water treatment | K. K. Tungala | Polymers Advanced Technologies | 2019 | 0 | Ewing Christian College | Nil |
| Effects of Ultraviolet-B Radiation on the Photosynthetic Pigments and Protein Content of Strawberry | Justin Masih | Asian Journal of Applied Chemistry Research | 2019 | 0 | Ewing Christian College | Nil |
| Chromosomal variations and speciation in Indian species of genus Senna Mill. (Subtribe Cassiinae, Fabaceae): A synoptical review | S. K. Mishra | International Journal of Recent Scientific Research | 2019 | 0 | Ewing Christian College | Nil |
| Impact | U. P. | International | 2019 | 0 | Ewing | Nil |

| | | | | | | |
|--|---------|--|------|---|-------------------------|-----|
| of Policy Measures on Growth of Fruits and Vegetables Processing Industry (FVPI) and Expectations of the Producers | Singh | ional Journal of Applied Social Science | | | Christian College | |
| Hemispheric differences, type of task and event rate in sustained attention performance. | A. Paul | International Journal for Social Development | 2019 | 0 | Ewing Christian College | Nil |
| View File | | | | | | |

3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|--|----------------|---|---------------------|---------|---|---|
| Chromosomal variations and speciation in Indian species of genus Senna Mill. (Subtribe Cassiinae, Fabaceae): A synoptical review | S. K. Mishra | International Journal of Recent Scientific Research | 2019 | 4 | Nil | Ewing Christian College |
| Study of structural and surface morphological properties of Tb doped ZnO nanopartic | P. K. Priya | Materials Research Express | 2019 | 4 | 5 | Ewing Christian College |

| | | | | | | |
|--|----------------------|----------------------------------|------|---|-----|-------------------------|
| les using XRD, XPS and fractal analysis | | | | | | |
| Study of structural and surface morphological properties of Tb doped ZnO nanoparticles using XRD, XPS and fractal analysis | K. L. Pandey | Materials Research Express | 2019 | 2 | 5 | Ewing Christian College |
| Laser-Induced Breakdown Spectroscopy Coupled with PCA Study of Human Tooth | A. K. Pathak | National Academy Science Letters | 2019 | 8 | 3 | Ewing Christian College |
| Synthesis of IONP's decorated graft copolymers and study of their magnetic force induced waste water treatment | Kranthikumar Tungala | Polymers Advanced Technologies | 2019 | 5 | Nil | Ewing Christian College |
| Simultaneous oxidation and esterification of cellulose for use in treatment of water containing Cu (II) ions | Vivek Bhadauria | Carbohydrate polymers | 2019 | 2 | 14 | Ewing Christian College |

| | | | | | | |
|---|---------------------|---|------|---|-----|-------------------------|
| Determination and Comparison of antimicrobial activity of Psidium guajava and Emblica officinalis against MDR bacteria. | A. S. Moses | Journal of Pharmacognosy and Phytochemistry | 2019 | 3 | 1 | Ewing Christian College |
| Extension of Group Using maps | Swapnil Srivastava | National Academy Science Letters | 2019 | 2 | Nil | Ewing Christian College |
| Diversity and Conservation Strategies of Pharmaceutically important Medicinal plants of Bundelkhand region | Sanjay Kumar Mishra | American journal of Pharmatech Research, | 2019 | 4 | Nil | Ewing Christian College |
| Phytochemical Investigation of Medicinal plant cassia Occidentalis | Vivek Bhadauria | Shodh Drishti | 2019 | 2 | Nil | Ewing Christian College |

[View File](#)

3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

| Number of Faculty | International | National | State | Local |
|-----------------------------|---------------|----------|-------|-------|
| Attended/Seminars/Workshops | 11 | 25 | Nil | Nil |
| Presented papers | 4 | 11 | Nil | Nil |
| Resource persons | 10 | 13 | Nil | 4 |

[View File](#)

3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

| Name of the Consultan(s) department | Name of consultancy project | Consulting/Sponsoring Agency | Revenue generated (amount in rupees) |
|-------------------------------------|--|-----------------------------------|--------------------------------------|
| Chemistry | Analytical Techniques in Chemical Analysis | Ewing Christian College Prayagraj | 33500 |
| View File | | | |

3.5.2 – Revenue generated from Corporate Training by the institution during the year

| Name of the Consultan(s) department | Title of the programme | Agency seeking / training | Revenue generated (amount in rupees) | Number of trainees |
|---|------------------------|---------------------------|--------------------------------------|--------------------|
| No Data Entered/Not Applicable !!! | | | | |
| No file uploaded. | | | | |

3.6 – Extension Activities

3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|--|--|--|--|
| Voter awareness Campaign | NSS | 8 | 104 |
| Swachhta Pakhwada | NSS | 6 | 162 |
| World Rivers Day | NSS | 1 | 50 |
| Lecture on Political, Sociological, Cultural, religious and Spiritual Contribution of Mahatma Gandhi | Gandhi Prarthana Samaj | 2 | 19 |
| Wall magazine, Tarun Mitra | Tarun Shanti Sena | 7 | 134 |
| Republic Day Camp | NCC Naval Wing | 2 | 3 |
| Nau Sainik Camp | NCC Naval Wing | 2 | 4 |
| Chilka Sailing Camp | NCC Naval Wing | 2 | 1 |
| Yoga for Health, Yoga at Home | NCC Army Wing | 1 | 85 |
| Blood Donation | NSS | 8 | 347 |
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3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|---|-------------------|-----------------|------------------------------|
| No Data Entered/Not Applicable !!! | | | |
| No file uploaded. | | | |

3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activities | Number of students participated in such activities |
|---------------------|--|---|--|--|
| Diksha | MHRD | 'Integrated Govt. Online training' (IGOT) | 1 | 12 |
| Green India Mission | NCC Army Wing ECC/NCC Dimapur Government College, Dimapur | National Environment Awareness Program | 1 | 15 |

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3.7 – Collaborations

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---|-------------|-----------------------------|----------|
| No Data Entered/Not Applicable !!! | | | |
| No file uploaded. | | | |

3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---|----------------------|---|---------------|-------------|-------------|
| No Data Entered/Not Applicable !!! | | | | | |
| No file uploaded. | | | | | |

3.7.3 – MoUs signed with institutions of national, international importance, other institutions, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|--|--------------------|--|---|
| Hotel Ravisha Continental, Prayagraj | 25/02/2020 | Hotel visit, Internship, Student exchange, Field training | Nil |

[View File](#)

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 55.5 | 20.62 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|---|-------------------------|
| Campus Area | Existing |
| Class rooms | Existing |
| Laboratories | Existing |
| Seminar Halls | Existing |
| Classrooms with LCD facilities | Existing |
| Seminar halls with ICT facilities | Existing |
| Video Centre | Existing |
| Value of the equipment purchased during the year (rs. in lakhs) | Newly Added |
| View File | |

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or patially) | Version | Year of automation |
|---------------------------|--|---------|--------------------|
| Nil | Nil | Nil | 2021 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|---------------------------|----------|---------|-------------|--------|-------|---------|
| | | | | | | |
| Text Books | 66856 | 5299127 | 1080 | 439267 | 67936 | 5738394 |
| Reference Books | 3309 | 1612062 | 6 | 3500 | 3315 | 1615562 |
| Digital Database | 66529 | 4925657 | Nil | Nil | 66529 | 4925657 |
| View File | | | | | | |

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---|--------------------|---------------------------------------|-----------------------------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|---------------------------------|--------|
| Existing | 411 | 11 | 411 | 7 | 2 | 4 | 32 | 20 | 0 |

| | | | | | | | | | |
|-------|-----|----|-----|---|---|---|----|----|---|
| Added | 12 | 0 | 12 | 0 | 0 | 0 | 0 | 30 | 0 |
| Total | 423 | 11 | 423 | 7 | 2 | 4 | 32 | 50 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| |
|---------------|
| 50 MBPS/ GBPS |
|---------------|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|--|
| No Data Entered/Not Applicable !!! | |

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 30.32 | 12.02 | 284.09 | 211.67 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website)

Our college being an autonomous constituent college of University of Allahabad funded by the University Grants Commission (UGC) under 2f and 12B, is governed by the financial rules such as UGC regulations, GFR 2017 and the University's extant statutes, guidelines, ordinances, regulations and rules with respect to the financing, procurement and utilization of the College's infrastructure. The college allocates sufficient funds in its annual budget to undertake various works of maintenance, repair, restoration and purchase of computers and electronic equipments for the digitization of the office. Funds are also allocated for the purchase of books, journals and magazines. The Maintenance Department, General Purchase/Procurement Committee, Library Committee, Staff Council, Timetable Committee, etc of the college manages the utilization of the available infrastructure optimally. One full time and one part time maintenance officers oversee the maintenance of buildings, classrooms and laboratories. Regular maintenance of physical infrastructural facilities such as air conditioning, Water coolers, etc Maintenance of digital infrastructure such as computers, printers, projectors and servers is done through the maintenance department by trained staff and external agencies. The college has two full time electricians, one plumber and one generator operator to ensure uninterrupted supply of electricity and water. The college also has computer hardware and software maintenance staff, vehicle stand keeper, gardeners and 24 hour security at the gate and inside the campus. To ensure cleanliness in the campus dustbins are kept at every place and authorized agencies from the Nagar Nigam removes the accumulated garbage. Solar light are placed to make energy saving campus. The college also receives feedback from students, teaching and non-teaching staff regarding the infrastructural facilities. The Principal may appoint a duly constituted committee or assign the work to the administrative office to ensure that maintenance work is completed. Procedure for utilization of facilities with respect to the academic infrastructure such as classrooms and laboratories, the timetable committee evaluates and optimizes the use based on the curriculum needs, time and area. Rooms of different sizes are allotted in accordance with the strength of the classes. The Timetable Committee also makes recommendations towards expanding the existing space, if required. Teachers also suggest more efficient use of

the existing infrastructure, to balance the academics, co-curricular and extra-curricular activities. In case of infrastructural requirement for extra-curricular activities and sports, the Staff Council sets the broad guidelines on the usage of infrastructure, which are then ratified by the Administrative Office before implementation. The allocation of infrastructure to activities such as workshops and conferences is done through a two step process which considers the availability and the scale of the event. In case of support facilities, the need for infrastructure is first considered by a designated committee constituted by the Principal. The designated committee submits their recommendations for allocation of existing infrastructure for the support facility which is then implemented by the College.

<http://ecc.ac.in/upload/00bda0bddc6e2a07d05d51ffe3682f081772272284.pdf>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|--|--------------------|------------------|
| Financial Support from institution | Nil | Nil | Nil |
| Financial Support from Other Sources | | | |
| a) National | Postmetric Scholarship and fee reimbursement | 2848 | 21642280 |
| b) International | Nil | Nil | Nil |
| No file uploaded. | | | |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implementation | Number of students enrolled | Agencies involved |
|---|------------------------|-----------------------------|-------------------|
| Certificate in Shorthand and Typewriting | 17/07/2019 | 4 | College |
| Diploma in Mass Communication (DMC) | 17/07/2019 | 9 | College |
| Certificate and Diploma Courses in Secretarial Services. (DOMSP) | 17/07/2019 | 14 | College |
| Subject Specific Skill Enhancement Course offered by departments to sixth semester students (DSSEC) | 17/07/2019 | 1256 | College |
| Skill Enhancement Course on Research Methodology (SEC) | 17/07/2019 | 1256 | College |
| General Awareness and Mental Ability | 17/07/2019 | 1214 | College |

| | | | |
|---|------------|------|---------|
| (SEC) | | | |
| General Science (SEC) | 17/07/2019 | 534 | College |
| Computer Awareness(SEC) | 17/07/2020 | 1214 | College |
| Environmental Awareness(AECC) | 17/07/2019 | 1574 | College |
| Spoken English and Personality Development (AECC) | 17/07/2019 | 1574 | College |
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|---|--------------------|--|--|--|---------------------------|
| No Data Entered/Not Applicable !!! | | | | | |
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 6 | 6 | 10 |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|---|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| No Data Entered/Not Applicable !!! | | | | | |
| No file uploaded. | | | | | |

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Department graduated from | Name of institution joined | Name of programme admitted to |
|---|--|--------------------------|---------------------------|----------------------------|-------------------------------|
| No Data Entered/Not Applicable !!! | | | | | |
| View File | | | | | |

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|-------|---|
| NET | 6 |

| | |
|---------------------------|---|
| Any Other | 1 |
| View File | |

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|------------|--|------------------------|
| Kho-Kho | North Zone Competitions | 6 |
| Cricket | North Zone Competitions | 1 |
| Kabaddi | North Zone Competitions | 2 |
| Badminton | North Zone Competitions | 1 |
| Basketball | North Zone Competitions | 1 |
| Football | North Zone Competitions | 6 |
| Volleyball | North Zone Competitions | 2 |
| Yoga | All India Interuniversity Competitions | 6 |
| Swimming | All India Interuniversity Competitions | 1 |
| Athletics | All India Interuniversity Competitions | 1 |

[View File](#)

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|---|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| No Data Entered/Not Applicable !!! | | | | | | |
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Unfortunately, this year, due to the Corona pandemic the student council which was elected before the virus disrupted all activities could not be as productive as it usually was in previous years yet at individual levels many of our student council members were involved in dealing with some of the challenges that emanated from the migrant crisis that erupted in the wake of strict lockdowns. In general, 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, nukkad-natak, 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.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of registered Alumni:

13414

5.4.3 – Alumni contribution during the year (in Rupees) :

183960.53

5.4.4 – Meetings/activities organized by Alumni Association :

0

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Being an autonomous institution, the college understands the importance of decentralization. The college follows a federal structure where a lot of autonomy is provided to all departments in the way they induct fresh students each year for their postgraduate course through interviews, essay writing, etc. after, of course, they have successfully got through the entrance exam held each year by the college. For both the undergraduate and postgraduate programmes, the departments set internal exam papers, conduct guidelines, timetable for oral or written assignments. There is periodic change in the curriculum to make it up to date. Additionally, each department functions independently in their choice and design of programmes they conduct for their students as co-curricular activities such as debates, group discussions, essay writing, guest lectures, seminars, and so on. In the management of the institution, the college benefits from the participation of faculty members in innumerable ways. 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. Like teaching staff, students too participate in many activities. In fact, each section of every class has an elected Class Representative (CR) who often acts as an important channel through which communication with the class takes place. There are many social/ cultural clubs and elections for student representation are held each year. The representative body so constituted post the elections meets the principal at regular intervals to share and address their grievances. Simultaneously, the student representatives conduct numerous cultural activities more or less independently which keeps the college environment lively.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
|-----------------------|---|
| Admission of Students | The college conducts an entrance exam annually for both undergraduate and |

postgraduate programmes. The admission process is completely online. For the postgraduate programmes, departments have the freedom to chalk out further mechanisms to assess the quality of applicants by way of interview, group discussions, essay writing, etc. Immediately after admission the students go through a comprehensive orientation programme which prepares them to take advantage of all the facilities available at the college.

Industry Interaction / Collaboration

The college encourages collaboration with industry. Given the location disadvantage- Prayagraj is not an industrial city- opportunities are limited, yet in many professional skill-based courses that are run by the institute, campus recruitments and internships are arranged.

Human Resource Management

The college recruits teaching staff according to the regulations laid by the UGC with due attendance of the nominee(s) from the University of Allahabad. Recruitment of non-teaching staff also happens through UGC regulations. To enhance the productivity of the staff, the IQAC, from time to time, arranges for tailor made lectures and courses that cater to the emerging needs of the college.

Library, ICT and Physical Infrastructure / Instrumentation

The library is well equipped with modern facilities as 15 workstations connected on LAN and with the remote server through Wifi with broadband. Under the National Mission on Education through ICT. On workstations connected to broadband wi-fi, students can access up to 1,00,000 plus e-books and 3000 plus e-journals on the N-LIST. Students are accessing e-resources with facilities for Photostat and online printer which are available on payment. A huge number of text and reference books (60000 old and 30000 new in circulation) are available through open shelf system, with a ratio of 30 books per student.

Research and Development

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. programmes which will further enhance our research output. Members of the teaching staff are also engaged in writing research projects funded by national agencies.

Examination and Evaluation

The college has a dedicated cell under the guidance of Registrar Examination which carries out the painstaking task of the conduction of examination and evaluation. However, this year the cell faced the additional challenge of conducting the end semester exams through the online mode which it was able to meet with considerable success. Subsequently, the process of evaluation was also digitized in order to meet with a new reality. In a similar vein, all departments conducted their internal exams and tutorials through the online mode.

Teaching and Learning

The teaching-learning process at Ewing Christian College in the wake of the Corona crisis turned completely online. Through the content collection centre, students were provided study material even as regular online lectures were held. Additionally, all the other assignments that students undertake such as essay writing, dissertation submission, and oral viva-voce also happened through the internet. The college benefitted from its insistence on going digital way before the health crisis made its way in the Indian subcontinent.

Curriculum Development

The autonomy enjoyed by the college bolsters all attempts at the restructuring of the syllabi however, such a reconfiguration requires the fulfilment of due procedure which includes the coming together of stakeholders in the form of a Board of Studies which has representatives from the respective departments of the university before whom the list of changes is laid by the teaching staff members of the concerned department. After due consultation through the Board of Studies and the Committee of Courses, the reformed syllabi are presented before the academic council which takes the final decision.

6.2.2 – Implementation of e-governance in areas of operations:

| E-governance area | Details |
|--------------------------------------|---|
| <p>Planning and Development</p> | <p>Each year the college allocates funds to each department depending on their needs and requirements, and at the end of the financial year demands a report/ record of the amount disbursed for development activities.</p> |
| <p>Administration</p> | <p>The administration makes use of the college website to share vital pieces of information online such as the issuance of section card, identity card, and publication of time-table, and academic calendar. In a similar vein, information related to vacancies, notices related to seminars, conferences, guest lectures, are all posted on the website. The necessities generated by the onslaught of the coronavirus were met with shifting all processes online.</p> |
| <p>Finance and Accounts</p> | <p>The college accepts fee online, manages and keeps records of its own accounts using Tally and other software. The finances are overseen by the bursar in consultation with the principal and the governing body and are regularly audited both internally and externally by the CAG.</p> |
| <p>Student Admission and Support</p> | <p>Admission is entirely merit based. On the basis of their score in the entrance exam held at the college premises, applicants get to claim their seats through online counselling. Once they are admitted, many of them are provided support in both monetary and non-monetary ways. As the institution caters to many students belonging to the under-privileged section, the college offers numerous scholarships to its students.</p> |
| <p>Examination</p> | <p>The college runs a credit-based semester system which has a continuous evaluation system in place to gauge students' academic achievement and course outcomes. It divides the grading system by separating 40 percent marks for internal evaluation while the end semester theory papers account for the rest of the 60 percent marks. This year the processes of both the internal and end-semester theory examinations were completed through the online mode due to country wide lockdown and the threat of COVID-19.</p> |

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|---|-----------------|---|---|-------------------|
| No Data Entered/Not Applicable !!! | | | | |
| No file uploaded. | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the Colleges for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|---|---|---|-----------|---------|--|--|
| No Data Entered/Not Applicable !!! | | | | | | |
| No file uploaded. | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|------------------------------------|------------|------------|----------|
| Orientation Course of 21 days duration held sponsored by the UGC held at the University of Allahabad | 4 | 04/01/2019 | 31/01/2019 | 21 |
| Training-Cum Workshop on E- learning in Higher Education, 7. ISDC, Allahabad | 1 | 07/02/2019 | 13/02/2019 | 7 |
| Orientation Programme organized by UGC-Human Resource Development Centre, University of Allahabad | 1 | 14/02/2019 | 13/03/2019 | 21 |
| Blockchain, at Indian | 1 | 21/10/2019 | 25/10/2019 | 7 |

| | | | | |
|--|---|------------|------------|----|
| Institute of Information Technology, Allahabad. | | | | |
| 125th Orientation Program, 21 days, HRDC Centre Allahabad University, Prayagraj | 1 | 15/10/2019 | 25/10/2019 | 21 |
| E- Learning and Developing MOOCs for Teaching Process in Higher Education, 7, Department of Statistics IQAC, Hindu College University of Delhi | 1 | 14/12/2019 | 20/12/2019 | 7 |
| View File | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| Nill | Nill | Nill | Nill |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|--|--|--|
| Group insurance, withdrawal facility from PF, Fitness center (GYM), Allahabad University Contributory health scheme, Vehicle loan facility, Bank | Group insurance, withdrawal facility from PF, Fitness center (GYM), Allahabad University Contributory health scheme, Vehicle loan facility, Bank | College and alumni awards Scholarships, Counselling center, women cell, Computer centre and centre for languages, Medical facility, Bank |

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

As per the MoA of the Ewing Christian College Society, the finances are managed by the Bursar in consultation with the Principal under the overall supervision of the Board of Directors of the Society. Every year financial audit is done internally by the college Chartered Accountant who besides the audit also prepares the balance sheet, and also submits the Auditor Report. Externally, the Comptroller and Auditor General conducts the audit every year and submits its report to the University of Allahabad.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| | | |
|--|-------------------------------|---------|
| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
| No Data Entered/Not Applicable !!! | | |
| No file uploaded. | | |

6.4.3 – Total corpus fund generated

| |
|---|
| No Data Entered/Not Applicable !!! |
|---|

6.5 – Internal Quality Assurance System

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

| Audit Type | External | | Internal | |
|----------------|----------|--------|----------|--|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | No | Nil | Yes | Committee constituted by the principal |
| Administrative | No | Nil | Yes | Committee constituted by the principal |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

| |
|---|
| It is need based, especially when student is not performing well. |
|---|

6.5.3 – Development programmes for support staff (at least three)

| |
|--|
| <ul style="list-style-type: none"> • The support staff are encouraged to make use of avenues provided by government. • The support staff financed by management are benefitted through triple benefit Scheme (EPF, Medical Insurance). • Most of the support college office staff is given computer training. |
|--|

6.5.4 – Post Accreditation initiative(s) (mention at least three)

| |
|--|
| The Teaching learning, Administrative and admission process has been shifted to online mode keeping in mind the pandemic Existing infrastructure has been upgraded. Additional focus on skill oriented courses |
|--|

6.5.5 – Internal Quality Assurance System Details

| | |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b) Participation in NIRF | No |
| c) ISO certification | Nil |
| d) NBA or any other quality audit | Nil |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|--|-------------------------|---------------|-------------|------------------------|
| 2019 | lecture on "Role of IQAC in quality enhancement" | 20/11/2019 | 20/11/2019 | 20/11/2019 | 34 |
| 2019 | lecture titled 'Path to Success with soft | 28/11/2019 | 28/11/2019 | 28/11/2019 | 37 |

| | | | | | |
|---------------------------|---|------------|------------|------------|-----|
| | skills: A Miracle Indeed' | | | | |
| 2019 | inaugurated . Facility for viewing SWAYAM PRABHA channels | 12/12/2019 | 12/12/2019 | 30/06/2020 | Nil |
| 2020 | competition "Best out of Waste" under Swachhta Pakhwada | 27/01/2020 | 27/01/2020 | 27/01/2020 | 40 |
| 2020 | lecture on "Mental Health Awareness" | 12/02/2020 | 12/02/2020 | 12/02/2020 | 46 |
| View File | | | | | |

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|---|-------------|-----------|------------------------|------|
| | | | Female | Male |
| No Data Entered/Not Applicable !!! | | | | |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

| |
|--|
| Percentage of power requirement of the University met by the renewable energy sources |
| <p>The college has installed solar street lights at many places over the campus and aims to radically increase its reliance on sustainable sources of energy in future for which we are making meaningful efforts. We acknowledge the need to increase the percentage of alternate energy source for our total power consumption. The institution is environmentally conscious and there are demonstrable efforts on our part to make the campus eco-friendly.</p> |

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|-----------------------------|--------|-------------------------|
| Physical facilities | No | Nil |
| Provision for lift | No | Nil |
| Ramp/Rails | Yes | Nil |
| Braille Software/facilities | No | Nil |
| Rest Rooms | Yes | Nil |
| Scribes for examination | No | Nil |
| Special skill | No | Nil |

development for
differently abled
students

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|------|--|--|------------|----------|--------------------------|------------------------|--|
| 2019 | Nil | 1 | 01/08/2019 | 45 | Swachhata Pakhwada | Cleanliness | 162 |
| 2019 | 1 | Nil | 26/09/2019 | 7 | Flood Relief | Donation of food items | 200 |
| 2020 | Nil | 1 | 25/01/2020 | 1 | Voter Awareness Campaign | Process of Democracy | 104 |
| 2020 | Nil | 1 | 05/02/2020 | 7 | 7 day Special camp | Cleanliness, Education | 150 |

[View File](#)

7.1.5 – Human Values and Professional Ethics

| Title | Date of publication | Follow up(max 100 words) |
|---------------|---------------------|--------------------------|
| College Diary | 11/07/2019 | Nil |

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|--|---------------|-------------|------------------------|
| Lecture on Political, Sociological, Cultural, Religious and Spiritual Contribution of Mahatma Gandhi | 13/09/2019 | 13/09/2019 | 19 |
| World Rivers Day | 27/09/2019 | 27/09/2019 | 50 |
| Gandhi Jayanti and Sadhbhavana Rally and Mission Fit India and ban single used plastics | 02/10/2019 | 02/10/2019 | 386 |
| National Unity Day | 31/10/2019 | 31/10/2019 | 321 |
| Blood Donation Camp | 28/02/2020 | 28/02/2020 | 347 |

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

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 ultra-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. Whatever e-waste is generated in the college is sold to an agency for further recycling.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Title of the Practice: Compulsory Spoken English and Personality Development Course
The Objective (100 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. Hence, it was felt that their communication skills 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.
The Context (150 words): The challenging issue in formulating this practice was reluctance on the part of the teachers on one hand and stiff resistance from a section of students who opposed it as it entailed a slight increase in fee. To make the programme compulsory for all students was a big challenge in itself. Teachers were disinclined to embark on this journey because of their wholesale absorption in teaching regular courses, for which the time-table was too tight to leave any room for additional skill enhancement courses. Then, arranging classes for around 800 students annually was a mighty challenge in itself.
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. It is not that the course was designed to teach them English, which they had already studied in their secondary classes. In fact, their knowledge was to be brought out in open by practice and by instilling confidence in them and by giving them an opportunity to overcome that sense of guilt in case they erred in public.

Once they started reciting in groups, holding hands and enacting plays, soon they developed confidence and started performing well in classes also. Their drop-out rate in the first year of their respective programmes was also reported to be reduced. As the programme was regularly monitored, student feedback has been very encouraging in favour of this programme. Ewing Christian College can claim 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 that were faced by us in the introduction of this programme were as follows: Lack of qualified staff. Lack of infrastructure. Lack of funds. These problems were overcome in the following manner: • Lack of qualified staff: A well-known professional trainer of spoken English in the city was engaged by the college as the director of the programme. He enrolled 30 prospective candidates to be groomed as teachers and they were given intensive training for a month, after which the best 8 were recruited as language teachers. • Lack of Infrastructure: An abandoned building of the college was renovated and prepared to house Center for Languages, where the programme could be run from 8 am to 5 pm. Additional development was a Language Lab with ten work-stations. Lack of Funds: Programme was made compulsory for all the newly admitted students, with a nominal fee of Rs. 600 initially. Title

of the Practice: Compulsory Computer Awareness Programme Objectives of the Practice (100 words): The objective behind adopting this as a practice was to make our students coming from poor background and mostly on the wrong side of the digital divide - whether from Maths stream, or Biology stream or Arts stream, including pupil teachers of B. Ed. Programme - overcome this digital divide by becoming computer literate, so that they may be equipped to learn through the digital medium while they are with us and also after they have graduated. 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 maximise 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. Adopting this programme as a practice by making it compulsory at the degree level was the unique feature of this practice and it was being done for the first time by any college in the region. 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.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<http://ecc.ac.in/upload/ce5b68a116f95ec2d72a679b0c44e0581724027970.pdf>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

In 2004, when the first NAAC accreditation had already taken place in the college, and before the formation of the Lyngdoh Committee by the Supreme Court of India to curb and control criminalisation of students politics on the campuses, the college administration and faculty sat down to figure out ways and means to improve the situation on the campus in such a manner that the student representative body may be formed in such a way that external influence may be curbed and student leaders may not become puppets in the hands of their external mentors but may work for the actual welfare of the students. A full concept paper was prepared and the form of the student representation was changed from the directly elected presidential form of student union to indirectly elected presidential form based on the electoral college formed on the pattern of parliamentary form of government. After framing the constitution of the Student Council and getting it approved by various bodies of the college, in place of Student Union, Student Council was inaugurated in the college in 2005, which stamped out the external undesirable influence on the student politics altogether and gave opportunity to students to elect their representatives without fear or favour. Provision was made to elect representatives not only from classes demarcated as subjects, but also from all the student bodies like ten units of NSS, NCC, Tarun Shanti Sena, Student Christian Movement, etc. Also, toppers of various streams were nominated and representation to all religious communities and weaker sections was also provided for. The electoral college of about 116 students so formed was to elect their President and other office bearers numbering six. One of the positive outcomes of this process of election was that unlike in the previous case, when students used to take out processions all over the city, disturbing civil society in the process, they were constrained to now canvass inside their small classroom domains, restricting canvassing within the college. This

brought about a sea change in the matters of discipline on the campus and diverted the energies of the students towards constructive activities. The impact of this innovation was profound on the campus and got reverberated in higher educational institutions all over Prayagraj including the University. Ewing Christian College was the only college which was holding elections for the formation of Student Council since 2005. This student body has been active in bringing to the fore matters that are directly related with the improvement of academics and academic atmosphere on the campus. The college administration and the student body have been working together towards improvement of facilities for the students and to promote extra-curricular activities on the campus. An annual week-long cultural fest organised by the Student Council has become a regular feature of the college over the past many years ever since the Student Council was formed.

Provide the weblink of the institution

<http://ecc.ac.in/upload/14541458bb1cb363a2882dc84762faa21820531866.pdf>

8.Future Plans of Actions for Next Academic Year

1. Establishment of infrastructure for online classes. 2. To introduce new Research Programmes. 3. To introduce new certificate courses. 4. To improve feedback mechanisms for all stakeholders in view of the pandemic situation. 5. To improve the physical infrastructure in view of postgraduate and research programmes.