SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

WOMEN'S CHRISTIAN COLLEGE

WOMENS CHRISTIAN COLLEGE 51 COLLEGE ROAD CHENNAI 600006
600006
www.wcc.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Women's Christian College was established by twelve Missionary Societies which felt the need for a women's college in Madras to educate and empower young women who would be enlightened to transform society.

The college is a grant-in-aid institution affiliated to the University of Madras and had scored 10th place in the 2017 NIRF ranking and 22nd rank in 2018. The mission statement of the college says that WCC "aims to provide a complete, meaningful and relevant education to women so that they are intellectually well-trained, morally upright, socially aware and spiritually inspired".

The first batch of 41 students belonged to different regional, religious and socio-cultural backgrounds, stressing the inclusive nature of the Institution. Staff and students learnt the art of living together in perfect harmony, which proved to be a valuable training in citizenship in India.The college, a religious minority institution, provides numerous scholarships to encourage socially and economically disadvantaged students of all faiths and extends welfare schemes like free noon meals to the needy students as part of its commitment to society. The 'A' Grade awarded by NAAC in the second and third cycle of accreditation and the recognition by UGC of awarding "College with Potential for Excellence" highlight the high standards of education.

The college has enabled 22 students to pursue their Degree Program at Concordia College, New York through the American Transfer Program and has a successful Semester Abroad Program with LeTourneau University, Texas, USA. Students complete a semester and transfer their credits to WCC.

Sustainable environmental and social stewardship is built into the various activities of the college. Biodiversity in the campus is carefully nurtured and students are sensitized on waste recycling by embedding various initiatives into our daily activity. The college upcycles its resources to a maximum, such as converting the trees which fell during a cyclone into furniture doors and indoors. Various social initiatives to influence and encourage students in taking an active role in society have helped students to indulge in experiential learning and whole person education.

Vision

Vision of the college is to

- Strengthen and integrate academic excellence, social responsibility, environmental stewardship and Christian values.
- Create an environment that values intellectual curiosity, augmenting a technologically-enhanced learning community that engages in scientific research, humanistic scholarship, artistic creation, global awareness and skill development.
- Foster nation-building and rededicate itself to women's education and empowerment.

Mission

Mission Statement

The college aims to provide a complete, meaningful and relevant education to women, so that they are intellectually well-trained, morally upright, socially aware and spiritually inspired.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

In keeping with the ethos of the institution to provide global standards in education a SWOC analysis was conducted in 2014 and 2018. The former was conducted with the help of Star Accreditation Services, Bangalore and the latter with the Christian Institute of Management, Chennai. This exercise helped in the strategy development process of the institution 72 staff members (24%) and 631 students (15%) were administered online questionnaires on Google form in seven areas like Infrastructure, Teaching and Learning environment, Curriculum aspects, Placement/Student support and Progression, Extra-curricular Activities, Industry Relationship/Institutional values/Best Practices, Research and Innovation.

The institution fared well in curriculum development and teaching learning environment and was lauded for its updated syllabi and use of innovative methods of teaching.

Institutional Weakness

It was recommended that the college needed to improve its infrastructure in certain areas and also work on industry partnerships and research to increase opportunities for students.

Institutional Opportunity

There are more opportunities for the college to improve on Extra-curricular Activities though a number of innovative and pioneering work is being done like music therapy for cancer patients etc.

Institutional Challenge

Student Exchange program with foreign universities needs to be more affordable.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Autonomy in curriculum design is leveraged to develop curricula that are relevant in both the local and global context. All programs are under the Choice Based Credit System and streaming of students for general English and Tamil helps make the curriculum more learner-centric.. Practical courses, skill based and entrepreneurship development courses in addition to the internship/on the job training built into the curriculum provide

experiential learning while developing skills for employability. The shift toward outcome-based education, experiential learning, skill development, value addition through service learning, learner designed courses, add on certificate courses and online courses through MOOC and NPTEL have enlarged the scope for student progression.

Feedback on curriculum from students, alumna, industry representatives/potential employers as well as academic peers on the Board of Studies is used for periodical revision of syllabi. Requirements of the UGC, University, Tamil Nadu State Council for Higher Education; industry, latest developments and global competency requirements are considered during syllabus revision. Over the past five years the syllabus has been revised for 55.4% of programs and 6.6 % new courses were introduced, with 22.18 % focusing on skill development. 41 new value added courses were introduced. Holistic value education, environmental studies and courses relating to specific disciplines focus on gender equity, environmental stewardship, human values and professional ethics are embedded in the curriculum.

Teaching-learning and Evaluation

The teaching learning process aims to move students away from rote learning to an environment that values intellectual curiosity and understanding and applying concepts.

The average demand ratio for admission is 10:1 with a steady increase over the years. Assessment of learning level and level-based teaching is available for general English and Tamil courses with provision for upward mobility. Remedial classes are organized for slow learners while advanced learners choose the learner designed courses and add on certificate courses .

All faculty positions are filled following UGC and University norms as soon as vacancies arise and 44.71% of faculty are PhDs with an average experience of ten years. The student mentor ratio is 25:1.Student centric teaching learning methods like role play, projects, discussions, transcreational presentations, lab journal, theatre performances and portfolio preparations are used and 95.76 percent of faculty use ICT. MOOC content has been introduced in every course from this year.WCC is the local chapter of Swayam NPTEL since 2016. 1961 students have undergone online courses and 211 have received certifications.

The examination process is fully automated. Results are declared within 10 days of last examination. The number of complaints on evaluation and revaluation leading to changed marks is negligible.

Course outcomes are provided in the syllabus, while Program Outcomes and Program Specific Outcomes are listed in the student course booklet and also on the website. Attainment of outcomes is evaluated based on performance in tests/examinations and student progression and employability. The average pass percentage is 96.

Research, Innovations and Extension

The college promotes research as an integral part of the learning environment to give impetus to a research culture on campus. The WCC Center for Research was established in 2015 with two Deans of research to facilitate research publication and project applications for grant. The institutional research policy and code of ethics in research helps guide researchers toward quality and ethical research.

The institution provides student and faculty seed grants of INR 1 lakh each, every year to encourage research. The average research grants received was 39.27 INR in lakhs. There are four centers on campus recognized for research and 3.23 % of faculty are recognized research guides. The center for innovation and entrepreneurship has been established to promote innovation and foster start ups. The college has a policy on consultancy and resource sharing and funds have been mobilised for identification of plant species, water quality analysis etc.

The college has five extension activity clubs actively involving students in unique projects that develop social responsibility, civic awareness and concern for the unprivileged. Around 417 programs have been organized. Large numbers of students have participated in Swacch Bharat. The college has collaborated with four foreign universities and local institutions for research, students and faculty exchange, 45 linkages were created for internships while 42 MOUs were established with reputed institutes.

Infrastructure and Learning Resources

The college has adequate classrooms, laboratories, media education facilities, library, language labs, shade house, carpentry workshop and fabrication facility, mushroom house, library; e learning room, student recreation centre, conference halls, hall with teleconferencing facility, etc. It also has ample facilities for sports and cultural activities. Around 58.4% classrooms have ICT enabled facilities and an average of INR 77.5 lakh is spent .on infrastructure augmentation each year

Library is fully automated using library management system with bar code/RFID facilities. Document delivery services are integrated with college ID. The library has 91898 books and back issues in addition to online resources(e- databases, e-journals, e-books) in addition to journals, competitive exam books, dissertations and institutional membership in three other libraries. A reading room and archives/heritage centre are recent additions.

The campus is wifi enabled with suitable software licenses and a student computer ratio of 1:7. The college maintains infrastructure through regular AMCs, pest control measures and responsible waste management.

Student Support and Progression

The College provides an environment that nurtures holistic development of the student and supports progression to a higher degree or career. 26.8 % of students receive scholarships. Remedial coaching and streaming of students for general English and Tamil with provision for upward mobility helps academic progress. Vikaas, the student counseling centre conducts workshops and provides personal counseling. Faculty mentors monitor student progress and provide support under the advisor–advisee system. Students are given opportunity to choose from eight options like aerobics, yoga,silambam etc. The college teams have won laurels at the university, district, state and national levels.

Patriotism, social and civic responsibility are fostered through the extension activity clubs as well as the outreach and community development initiatives .The NSS unit has been repeatedly recognized as the highest blood donor. The Rotaract Club has won awards for its signature projects like *Tangled*. The YI partners with the industry for empowerment initiatives. The Eco club implements green initiatives on campus while also inculcating environmental stewardship. The vibrant NCC unit has won many laurels.

Coaching for competitive exams is provided. The career guidance cell organizes campus placements and

workshops. The average placement record is 41.18% per year. The college provides opportunities for academic progression with 39.38 % opting for higher education.

The Student Senate plays an active role in all aspects of campus life The grievance mechanism ensures that all complaints are addressed and resolved immediately. The Alumnae Association actively participates in programs and initiatives of the college

Governance, Leadership and Management

The vision and mission of the college are reflected in its core values, plans and functioning. The Principal is also the secretary of the Women's Christian College Association that governs the college, providing effective leadership in setting goals and coordinating activities. Participative management is evident in faculty representation in the governing body, executive board and committees that support academic and administrative functions. Decentralization ensures that stakeholders are involved in decision making pertaining to academic co-curricular and extra circular activities.

Strategic action plan and prospective plans are prepared to guide action and monitor implementation and outcomes. E-governance has been implemented in planning and development, administration, student's admission and support. Several welfare measures are provided for teaching and non teaching staff.

Faculty are provided financial support to attend conferences. The IQAC plays an active role in promoting quality culture through faculty and non teaching staff development programs. Feedback from Stakeholder Feedback is analyzed and used in planning quality initiatives. Inputs from academic audit, SWOC analysis and administrative audits are used to make improvements. Institution of Centers for Research, Women's Studies Environmental Studies, Innovation and Entrepreneurship; providing seed grants for research, automation of examination system and initiation of green audit are some quality initiatives.

Institutional Values and Best Practices

The College fosters humanistic scholarship, Christian values, social responsibility, environmental stewardship and a commitment to nation building and women's empowerment. All programs and initiatives are designed to instill these core values in students. Inclusiveness and social equity is promoted through facilities to support students with disability, weekly assembly programs to create awareness on gender issues, social disparity, violence and abuse. The Centres for Women's Studies and Environmental Studies promote gender sensitization and environmental consciousness through their activities. Commitment to nation building and civic responsibilities is reinforced through special programs commemorating national anniversaries. Students are encouraged to exercise their franchise through awareness programs and by making provision on campus for enrolment of students in electoral rolls.

 Environmental sustainability initiatives include strategies to reduce, recyle and responsibly dispose waste, greening of campus, tree planting, vermicomposting, rain water harvesting, use of energy saving LED, solar powered lamp, steam kitchen and Green Audit. Environmental consciousness is inculcated through the curriculum, green practices on campus, Swacch Bharat and programs of the Centre for Environmental Studies.

The College has numerous community initiatives and supports a nursery school,a balwadi and a tailoring training centre for women at its outreach centre. It also adopted Thirukandalam village and organized programs

for empowerment. A collaborative program with the Rashtriya Avishkar Abhiyaan's RMSA had Students from neighbourhood school visiting campus for experiential learning. Value added courses, Proficiency Based English for Communication, skills, Seed Grant for student research and Upcycling of Material Resources are some of the best practices

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	WOMEN'S CHRISTIAN COLLEGE
Address	Womens Christian College 51 College Road Chennai 600006
City	CHENNAI
State	Tamil Nadu
Pin	600006
Website	www.wcc.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	LILIAN I JASPER	044-28275926		044-2827679 8	principal@wcc.edu .in
IQAC Coordinator	Mary Pramela A	044-28275926		044-28276 798	iqac.wccchennai@ gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Day Evening

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Institution.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	07-07-1915
Date of grant of 'Autonomy' to the College by UGC	17-10-1981

University to which the college is affiliated		
State	**University name**	**Document**
Tamil Nadu	University of Madras	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	05-11-1956	View Document
12B of UGC	05-11-1956	View Document

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**
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2016
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	Womens Christian College 51 College Road Chennai 600006	Urban	21	38669.81

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	BA,Shift I History	36	Higher Secondary Level	English	70	70
UG	BA,Shift I English	36	Higher Secondary Level	English	70	70
UG	BSc,Shift I Mathematics	36	Higher Secondary Level	English	70	70
UG	BSc,Shift I Physics	36	Higher Secondary Level	English	50	50
UG	BSc,Shift I Chemistry	36	Higher Secondary Level	English	50	50
UG	BSc,Shift I	36	Higher	English	50	50

	Plant Biology And Plant Biotechnology		Secondary Level			
UG	BSc,Shift I Advanced Zoology And Biotechnology	36	Higher Secondary Level	English	50	50
UG	BSc,Shift I Home Science	36	Higher Secondary Level	English	50	50
UG	BSc,Shift I Home Science	36	Higher Secondary Level	English	50	50
UG	BSc,Shift I Computer Science	36	Higher Secondary Level	English	50	50
UG	BSc,Shift I Psychology	36	Higher Secondary Level	English	55	55
UG	BCom,Shift Ii Commerce	36	Higher Secondary Level	English	70	70
UG	BCom,Shift Ii Commerce	36	Higher Secondary Level	English	80	80
UG	BCom,Shift Ii Commerce	36	Higher Secondary Level	English	70	70
UG	BCom,Shift Ii Commerce	36	Higher Secondary Level	English	70	70
UG	BCom,Shift Ii Commerce	36	Higher Secondary Level	English	40	40
UG	BA,Shift Ii Corporate Economics	36	Higher Secondary Level	English	70	70
UG	BSc,Shift Ii	36	Higher	English	50	50

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	Visual Communication		Secondary Level			
UG	BCA,Shift Ii Computer Science	36	Higher Secondary Level	English	50	50
UG	BSc,Shift Ii Computer Science	36	Higher Secondary Level	English	50	50
UG	BBA,Shift Ii Management Studies	36	Higher Secondary Level	English	80	80
PG	MSc,Shift I Home Science	24	UG Degree	English	26	26
PG	MSc,Shift I Home Science	24	UG Degree	English	26	26
PG	MSc,Shift I Psychology	24	UG Degree	English	26	26
PG	MCom,Shift Ii Commerce	24	UG Degree	English	40	0
PG	MSc,Shift Ii Computer Science	60	Higher Secondary Level	English	26	26
PG	MSc,Shift Ii Computer Science	24	UG Degree	English	26	26
PG	MA,Shift Ii English	24	UG Degree	English	40	40
PG	MSc,Shift Ii Mathematics	24	UG degree	English	40	40
PG	MSc,Shift Ii Physics	24	UG Degree	English	26	26
PG	MSc,Shift Ii Chemistry	24	UG Degree	English	26	26
PG	MSc,Shift Ii Biotechnology	24	UG Degree	English	26	26

PG	MA,Shift Ii Communication	24	UG Degree	English	20	20
PG	MA,Shift Ii Management Studies	24	UG Degree	English	40	40
Doctoral (Ph.D)	PhD or DPhil,Shift I Home Science	36	PG Degree	English	32	9
Doctoral (Ph.D)	PhD or DPhil,Shift I Psychology	36	PG Degree	English	10	10
Doctoral (Ph.D)	PhD or DPhil,Shift Ii Biotechnology	36	PG Degree	English	18	12
Pre Doctoral (M.Phil)	MPhil,Shift I Home Science	12	PG Degree	English	3	1
Pre Doctoral (M.Phil)	MPhil,Shift I Home Science	12	PG Degree	English	3	0
Pre Doctoral (M.Phil)	MPhil,Shift I Psychology	12	PG Degree	English	6	6
Pre Doctoral (M.Phil)	MPhil,Shift Ii Computer Science	12	PG Degree	English	8	0
Pre Doctoral (M.Phil)	MPhil,Shift Ii Biotechnology	12	PG Degree	English	6	3

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				0				28				48
Recruited	0	0	0	0	0	28	0	28	0	35	0	35
Yet to Recruit				0				0				13
Sanctioned by the Management/Society or Other Authorized Bodies				0				33				114
Recruited	0	0	0	0	0	33	0	33	0	114	0	114
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				47
Recruited	7	6	0	13
Yet to Recruit				34
Sanctioned by the Management/Society or Other Authorized Bodies				97
Recruited	27	70	0	97
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				12
Recruited	8	4	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	12	3	0	15
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	32	0	0	36	0	68
M.Phil.	0	0	0	0	25	0	0	37	0	62
PG	0	0	0	0	3	0	0	7	0	10

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	16	0	16
M.Phil.	0	0	0	0	0	0	0	19	0	19
PG	0	0	0	0	0	0	0	14	0	14

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	6	0	6
M.Phil.	0	0	0	0	0	0	0	11	0	11
PG	0	0	0	0	0	0	0	4	0	4

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1149	71	9	1	1230
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	264	44	2	1	311
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	5	2	0	0	7
	Others	0	0	0	0	0

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Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	154	59	50	42
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	9	7	6	7
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	323	121	99	117
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1064	441	400	379
	Others	0	0	0	0
Total		1551	628	555	545

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Shift I Advanced Zoology And Biotechnology	View Document
Shift I Chemistry	View Document
Shift I Computer Science	View Document
Shift I English	View Document
Shift I History	View Document
Shift I Home Science	View Document
Shift Ii Biotechnology	View Document
Shift Ii Chemistry	View Document
Shift Ii Commerce	View Document
Shift Ii Communication	View Document
Shift Ii Computer Science	View Document
Shift Ii Corporate Economics	View Document
Shift Ii English	View Document
Shift Ii Management Studies	View Document
Shift Ii Mathematics	View Document
Shift Ii Physics	View Document
Shift Ii Visual Communication	View Document
Shift I Mathematics	View Document
Shift I Physics	View Document
Shift I Plant Biology And Plant Biotechnology	View Document
Shift I Psychology	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
36	36	35	35	35

File Description	Document
Institutional Data in Prescribed Format	[View Document]

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4080	3811	3639	3430	3319

File Description	Document
Institutional Data in Prescribed Format	[View Document]

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1128	1095	1032	962	918

File Description	Document
Institutional Data in Prescribed Format	[View Document]

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8062	7409	6979	6693	6471

File Description	Document
Institutional Data in Prescribed Format	[View Document]

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
84	22	43	53	53

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1202	1173	1138	1137	1100

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
189	178	179	177	169

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
189	178	179	177	169

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16324	14491	14316	10989	9869

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
570	567	496	453	451

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 89

Total number of computers in the campus for academic purpose

Response: 584

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1414.74	1961.00	855.29	814.50	580.22

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

With a modest beginning of 41 students in 1915, the College now has on roll 4262 students currently (June 2018)registered under a wide array of academic programs ranging from Humanities to Physical & Life Sciences, Social Sciences, Media & Management Studies, IT and Commerce that reflect the mission statement of the College envisioned by its founders in the early 20th Century - *The College aims to provide a complete, meaningful and relevant education to women so that they are intellectually well-trained, morally upright, socially aware and spiritually inspired.*

The curriculum with a global perspective prepares students for whole-person education, providing a strong knowledge base with skills for leadership and nation building. The core and supporting courses are designed to include the latest trends in their respective disciplines to facilitate academic progression and enhance employability. The theory courses impart a strong foundation, while the practical components enrich experiential learning and develop analytical skills. The Course on environmental studies instills a sense of appreciation and responsibility towards preserving and conserving nature and its resources. The Research projects undertaken by both the undergraduates and postgraduates awaken their spirit of scientific inquiry enabling students to engage in cutting edge research. Translating our mission into social action the extension activities sensitize students to societal needs and provides avenues to serve the community. The mandatory Value Education Course stimulates the inherent spirituality of students and anchors them to ethical values.The debates and discussions on gender, environment, socio-political issues and human rights help empower women in keeping with the mission statement of the college.

File Description	Document
Any additional information	[View Document](#)

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 18.64

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 33

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 177

File Description	Document
Minutes of relevant Academic Council/BOS meeting	
Details of program syllabus revision in last 5 years	
Any additional information	

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 6.64

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
133	105	71	48	30

File Description	Document
Program/ Curriculum/ Syllabus of the courses	
MoU's with relevant organizations for these courses, if any	
Average percentage of courses having focus on employability/ entrepreneurship	
Any additional information	

1.2 Academic Flexibility

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

Response: 6.57

1.2.1.1 How many new courses are introduced within the last five years

Response: 378

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 5750

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 36

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

Environmental concerns, gender issues, societal concerns and professional development of students for nation building are given emphasis while planning the curriculum. **Value Education,** a compulsory course at the Undergraduate level, helps build character and instill values while reinforcing a strong sense of ethics, integrity inter-religious harmony and inclusiveness.

Women's Studies, Gender Studies and Subaltern Studies are courses introduced by Postgraduate Department of English which address the needs of the society, especially the marginalized. Economics of Gender, Feminist Perspectives, Women and Family Dynamics and Women's Studies are Undergraduate Courses which highlight the necessity for gender equality. The Department of Home Science promotes community development involving students in outreach programs organized for tribal communities, transwomen, bonded laborers, women and children of urban slums and rural communities. Courses like Community Nutrition help students understand the causes, and solutions of Nutrition related problems affecting our region and nation. The Financial Services Course offered by the Department of Commerce creates an awareness on finance related services and the laws for budding women entrepreneurs. The Department of Tamil has helped sensitize students to current needs of women in society and empowerment of women by including novels dealing with gender issues.

Environment & sustainability issues are discussed through Environmental Studies offered to Undergraduate students in the first semester. The course aims to foster responsible stewardship towards the earth and its natural resources. The Postgraduate Department of Physics offers courses on Energy Physics, Environmental Physics and Medical Physics which help in dealing with energy conservation, pollution control and health care. The Postgraduate program in Biotechnology offers courses of social relevance such as Environmental Biotechnology, Tissue Engineering, Bioethics and Health & Safety education, as well as research projects to find Bio remedies to a polluted environment. The Department of Chemistry has introduced semi-microscale experiments to reduce the consumption of chemicals and exposure to chemicals thereby making the laboratories green and environment friendly. The course Environmental Economics offered by the Department of Corporate Economics teaches the environmental cost of development initiatives

Human values are inculcated through Extension Activities that are mandatory for completion of the Undergraduate Program. These activities through NSS, YI, Eco Club and Rotaract sensitize students to social & environmental issues and provide opportunities to work in NGO's. Extension Activities and Service Learning Programs help students engage with the community to make a difference whilst also developing their civic consciousness, citizenship and social responsibility. Blood donation, Flood relief, Eye donation and Organ donation camps and Tangled- a hair donation initiative and Rallies for social awareness are organized as part of the extension activities. Service learning project, a course for extra credit was introduced to help apply concepts and skills learnt to improve the life of the community by conducting mathematics and computer literacy classes to the needy and weaker sections of the society. The Thirukandalam village project, is an Institutional Social Responsibility initiative of the College, wherein Departments offer their expertise for development of the local community.

File Description	Document
Any additional information	[View Document](#)

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 41

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 41

File Description	Document
List of value added courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 3.5

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
215	172	122	100	48

File Description	Document
Any additional information	[View Document](#)

1.3.4 Percentage of students undertaking field projects / internships

Response: 33.5

1.3.4.1 Number of students undertaking field projects or internships

Response: 1367

File Description	Document
List of programs and number of students undertaking field projects / internships	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	[View Document](#)
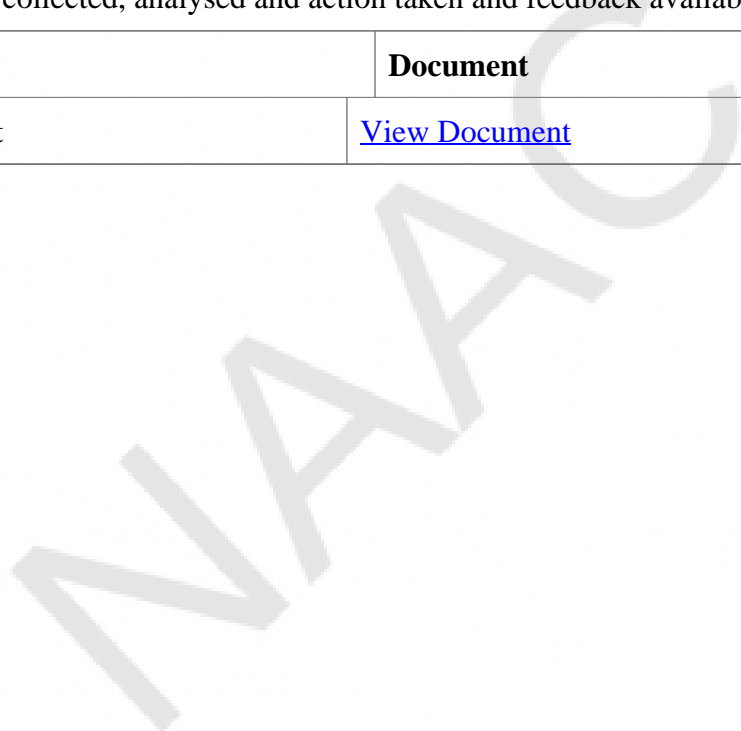
Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 2.53

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
123	100	68	79	95

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 10.01

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1648	1586	1428	1320	1310

File Description	Document
Demand Ratio (Average of Last five years)	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
570	567	496	453	451

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Advanced learners, identified through excellence of perception and performance, are mentored to explore additional learning challenges and competitive development opportunities such as

- **Collaborative projects and internships with industry or NGOs**
- **UG research projects and to publish the dissertations**
- **Fellowships for summer research programmes with renowned educational and scientific institutions**
- **Learner Designed Courses for extra credits**
- **Paper presentation at regional and national level workshops and conferences**
- **Recognition through the award of prizes**

Slow learners, based on their initial low performance grades, students from a regional language medium of instruction and first generation learners are supported and encouraged academically.

- **They are given supportive, remedial classes.**
- **The Department of English assesses the language proficiency of all students before commencement of classes, through language proficiency level tests. The General English course is designed to address the students' differential requirements. Later on, based on the student's performance, there is a provision for upward mobility in the course.**

- **Students are divided into two streams in the case of Tamil, Advanced course and General course and French. They are provided opportunities for peer teaching/learning in groups of two or three with support material provided by the course teacher.**

- **Additional coaching is provided to bring slow learners on par with the course requirement. For example, the Department of Commerce identifies students with Non Accounting Background and organizes special classes for them.**

Learners are further provided with supporting courses or electives that will build on their existing skills or proficiency. For example;

- **The Department of English offers the advanced learner UG research projects and slow learners take up Documentation**
- **I year Psychology students are placed in the supporting courses -Human Heredity & Applied Genetics or Behavioural Genetics based on whether they have done Biology in school.**

The Advisor-Advisee system is geared to the mentoring of advanced learners to hone their skills further and to support slow learners through the process of academic stability and growth.

File Description	Document
Any additional information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 21.59

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.17

2.2.3.1 Number of differently abled students on rolls

Response: 7

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[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 experiences

Response:

At WCC, the teaching learning process has always been driven by the objective of making the process meaningful and relevant in the current context. Education moves from book knowledge and rote memory training to understanding of concepts, analysing the implications and application in need based contexts. In other words, the learning has to be imbibed in such a way as to be part of the student's participation in her sphere of higher study or work. Participative learning and experiential learning have been an innovative blend into the academic process.

Experiential learning is built both into the dissemination of curricular content, through the creation

and display of models in the science and mathematical disciplines, exhibitions and videos or power point presentations in the social sciences, arts disciplines. The fact that most of the faculty employ the use of the ICT to teach exemplifies this.

The examining of theory in practical exploration in the laboratories is a significant part of the curriculum. Here, care is taken to ensure that all students have access to and actually work with the equipment/tools necessary to make lab work tangible and purposeful.

Beyond the labs and use of models and ICT, Participative Learning complements the students' skills and knowledge. This is built into the framework of the course. For example, the theatre student puts on a public theatre performance, the carpentry students works with tools to manufacture pieces of furniture, a short film or photography student produces a short film or a portfolio. Nutrition students assess the health status of students, faculty and non-teaching faculty, conduct both awareness campaigns and research in the area. They also create and market the culinary skills taught in their practical training kitchens.

Internships, projects and portfolios have become an important part of courses that demand participative, experiential learning. These, in the spirit of evaluation reform, have replaced written examinations as a mode of assessing the learning gained through the course.

The building of skills necessary for social communication and careers has been the thrust given to the General English programme. The course is structured to provide communication skills in a level based approach. Spoken and Presentation skills is given sufficient weightage.

Service Learning projects have enhanced the learning process. Students of the Advanced Zoology and Biotechnology Program have gained immense practical knowledge, training and exposure through their work with the Government museum or with animal welfare organisations. CST students (check) provide school children skills with an edge to better learning in their education. Such projects not only enhance the learning of the students but are a valuable contribution to the community at large.

File Description	Document
Link for Additional Information	[View Document](#)

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 95.77

2.3.2.1 Number of teachers using ICT

Response: 181

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)	

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 23.45

2.3.3.1 Number of mentors

Response: 174

File Description	Document
Any additional information	[View Document](#)

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

The Academic Calendar is planned and prepared well before the start of the college year. It incorporates the required number of teaching hours and days. It sets out the assessment schedule of CIA and the End of Semester examinations. Other aspects of student life such as intercollegiate cultural events such as Festeve, Sports Day are also assigned space in this calendar. Important events such as Conferences, Endowment Lectures, White Gift Day are also specified. This provides faculty, students and the administration a comprehensive overview of the life of the college, academic and holistic, ahead of the year. This includes the holidays to facilitate students to plan for internships/ summer training and resident students to plan their vacation trips home. The Academic Calendars of the past few years is attached.

With this well-structured calendar, the departments and individual faculty members are able to plan their teaching schedule, special lectures, endowment lectures, workshops, seminars etc. The Teaching plans are prepared before each semester by the individual faculty members, approved by a senior colleague and the Head of the Department. This plan, evolved by the faculty member is course specific.

The Teaching Plan

- **It takes into account the structure of the syllabus of the course.**
- **The content of each course is divided into specific units with a dedicated allotment of hours. Following this outlined structure the faculty member creates the teaching schedule. The fifteen weeks or ninety contact days of the student are correlated with the course or curricular content.**

- **The plan indicates the topic to be taught over a particular time frame, including the reading assignments related to the topic. Method of Evaluation is also planned.**
- **The assignments to be completed by the student are also scheduled. This includes seminar presentations as well.**
- **Laboratory sessions, with the schedule of student groups and their experiments, are planned well ahead. These are completed in time to enable the conduct of end of semester practical examinations before the close of semester.**
- **The plan for the semester also prescribes assignments and time frames for working towards portfolio or project submissions**
- **The Academic Calendar also indicates the continuous assessment schedule. This enables planning of the quantum of content to be completed before each test.**
- **Students who for legitimate reasons have been unable to take the two tests are provided a time slot to take up a compensatory test.**

Changes in schedule owing to unexpected declaration of holidays by the government are compensated either on Saturdays or later. Faculty, on leave or on duty, make arrangements for work to carry on as scheduled.

One method of evaluating the successful implementation of the Teaching Plan is built into the Student Feedback at the end of the course. Students assess the course and this feedback is routed back to the faculty member and the department for personal or teaching methodology improvement.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 45.39

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
86	83	83	78	75

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document]

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.62

2.4.3.1 Total experience of full-time teachers

Response: 1818

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document]
e-copies of award letters (scanned or soft copy)	[View Document]

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 16.61

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
30	30	30	29	29

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)
Any additional information	[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 declaration of results during the last five years

Response: 10.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	8	4	9	17

File Description	Document
List of programs and date of last semester and date of declaration of result	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.71

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
84	22	43	53	53

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 51.84

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
44	11	22	27	29

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

The examination management system is made efficient through the use of Academic Enterprise Resource Planning (ERP). All modules- student data, pre-examination process, examination process, post-examination process and administration are integrated.

The integrated examination platform includes the following processes

Pre-examination processes:

- **Student application for the end of semester examinations through the online payment gateway**

- **Generation of the exam time-table**
- **The logistics of examination halls and student seating plan and invigilation schedules are automated through ERP**

- **Attendance sheet generation**
- **E-hall tickets are being generated by students since 2016-2017**

Post examination process:

- **Attendance capture is automated**
- **Examination results, auto processing, generic result processing and certification.**
- **After central valuation and data entry, the results are passed by the Boards of Examiners and the Academic Council. The Results are made available in an individual student login portal online within 10 to 15 days of the examinations.**

Students who have completed their degrees can avail the following services online

- **Verification of certificates and procuring of transcripts.**

2.5.5 Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)

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

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)
Any additional information	[View Document](#)

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 on website and communicated to teachers and students

Response:

The college has always had the interest of the students and the community they serve at heart while moulding them through the academic and co-curricular programs designed for them. The courses, the mentorship offered them and the leadership and service initiatives they are drawn into aspire towards these goals.

The Programme Outcomes enable the students to

- **Contextualise knowledge and concepts with rationale in the pursuit of higher learning**
- **Communicate effectively in both written and spoken English along basic competence with another language**
- **Interact meaningfully with others, exhibiting social cooperation and acceptance**
- **Adopt ethical values in personal, social and professional behaviour**

- **Work towards a sustainable environment with personal involvement**
- **Be a responsible citizen committed to national development**
- **Be spiritually inspired towards responsible stewardship**

At a Postgraduate level, the expectations are skills for excellence in research. In keeping with this, they are trained

- **In critical thinking, logical reasoning with a scientific rationale**
- **To collect, analyse and interpret data and draw inferences**
- **To have refined methodological skills in research**
- **To be able to present and defend views and ideas with scientific basis/rationale**
- **To adhere to high ethical standards**

The Course Outcomes are program specific.

The foundation of the graduate/postgraduate student is

- **a sound grounding in the prescribed course content. This content is, through a continuous process of evaluation and exploration, kept current to the extent possible, with a view to matching global trends in the specific fields.**
- **Academic skills, such as review and research, critical analysis of information and extraction of pertinent data are developed through seminar and assignment presentations.**
- **Communication and inter-personal skills are related outcomes through the various opportunities for group activities and projects.**
- **Trans-creational projects, visual representations of literary content, development of scientific models build on the creative and problem solving skills latent in students.**
- **Practical application of theories through laboratory work and projects**
- **Comprehensive Hands on training whether it be Theatre, Short Film Production, Entrepreneurship, Mushroom cultivation or Printing and Dyeing**

All courses are undergirded with befitting the student for community life. The academic environment moves the student beyond the page to social needs, to diversity, to scientific and environmental changes or advances, through contact with the best minds and knowledge through conferences, seminars and other such forums.

The Program Outcomes are available on the college website. The Program Specific Outcomes and Course Outcomes are presented to the student along with the course profile and curricular content. These are spelt out by the course teacher at the commencement of each course.

The Academic Council Book documents the outcomes in comprehensive detail and external stakeholders, University and Industry experts and Management representatives have access to this.

File Description	Document
Link for Additional Information	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The attainment of Course Outcomes are measured through

- **The student's performance in her Continuous Internal Assessment is the initial basis of outcome measurement. Based on the scores, her comprehension, aptitude and application of effort are assessed. The student is assisted through mentorship, additional support through extra or remedial coaching to attain better scores.**
- **The Examination at the end of the course is a measure of the growth of the student academically, from the initial assessment to her acquisition of required knowledge over the semester.**
- **Performance in the laboratory components measures the student's comprehension of theory and the skill required to translate that knowledge into application.**
- **Apart from lab experiments, projects and tangible outcomes of skills are assessed tight through the process, the planning and final production or performance**
- **The personal skills of the student, her communication abilities, her presentation skills and leadership ability are evidenced through the seminar and group presentations that are an invariable part of most courses**
- **Critical and research outcomes are assessed, on the one hand, by the research product that is evaluated by an external academician and on the other, by the reception at conferences and other forums for paper presentations**
- **The program outcomes are evaluated by the feedback received from the returning graduates.**

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 95.68

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1261

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 1318

File Description	Document
List of programs and number of students passed and appeared in the final year examination	[View Document](#)
Link for annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.52

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 0.19

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.95	0	0	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 4

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	0

File Description	Document
List of teachers and their international fellowship details	[View Document](#)
e-copies of the award letters of the teachers.	[View Document](#)

3.1.4 Institution has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research / Statistical Databases**

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

Response: 39.27

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry,

corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3.6	3.02	7.42	18.72	6.51

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 4

3.2.2.1 **Number of research centres recognised by University and National/ International Bodies**

Response: 4

File Description	Document
Names of research centres	[View Document](#)

3.2.3 Percentage of teachers recognised as research guides

Response: 3.7

3.2.3.1 **Number of teachers recognised as research guides**

Response: 33

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 892

File Description	Document
Details of teachers recognized as research guide	[View Document](#)
Any additional information	[View Document](#)

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.25

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

Response: 44

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Any additional information	[View Document](#)
link to funding agency website	[View Document](#)

3.3 Innovation Ecosystem

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

Response:

The college constantly has workshops to promote innovative ideas and develop entrepreneuship skills. A student from the Home Sceince department had built a low cost centrifuge which was of great help to the student community. The college has also pioneered innovations in sustainable environment friendly initiatives by building green bottle benches with discarded pet bottles. Students were taught traditional arts and crafts like Glass painting, Fabric painting, Mural Art, Liquid Embroidery, Regular Embroidery, worli art, candle making, jewellery making and Calligraphy and encouraged to develop their entrepreneuship skills .

The college had service learning projects where students transfer their knowledge to the community around them. Students were also encouraged to try their skills in Thirukanadalam, the adopted village of the college. Departments regulary visit the outreach centre and share their expertise to the underpriviledged community.

File Description	Document
Any additional information	[View Document](#)

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 18

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	3	4	1	2

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 16

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	2	4	0

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 1

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

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File Description	Document
List of startups details like name of startup, nature, year of commencement etc	
e- sanction order of the Institution for the start ups on campus	

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

3.4.3 Number of Patents published/awarded during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of patents and year it was awarded	

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.38

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 12

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 32

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 2.33

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
161	91	63	73	27

File Description	Document
List of research papers by title, author, department, name and year of publication	
Any additional information	

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 2.1

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
81	103	82	63	46

File Description	Document
List books and chapters in edited volumes / books published	
Any additional information	

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in

Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 2.53

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

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 6.5

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

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Any additional information	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 0

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Women's Christian College believes in training its students to be morally upright and socially aware individuals who understand and uphold the values of good citizenship. In an attempt to sensitise them to the social issues in the immediate neighbourhood and the society at large, they are encouraged to involve themselves in the various activities planned and organized by the different extension activity groups on campus. Students gain awareness about the vulnerable and disadvantaged sections of the society, socio-economic issues, community outreach, the need for neighbourhood networking, serving in the armed forces and national integration. Along with academics these initiatives help in the holistic development of the individual, instilling in the students the spirit of selfless service, teamwork, patriotism, discipline and leadership.

Completion of the extension activities component in the curriculum is a requirement for course completion. A total of 3 credits are assigned for this component (1 compulsory credit and 2 extra credits). Members of faculty are assigned to plan, monitor and implement the activities of the different clubs along with the students.

The activities include orientation programmes, workshops, leadership training programmes, seminars and training camps, to name a few. Additionally, students are given the opportunity to organize events, awareness programmes, signature campaigns and also execute community outreach projects. Over the years students have actively engaged themselves in events/ projects which include concerns such as drug abuse, road safety and first aid, eye care and eye donation, cancer , violence against women, managing e-waste, retinopathy, health and hygiene, cleanliness and sanitation, women's safety, illicit trafficking, hunger and poverty. In the recent past, several Swachh Bharat initiatives have been implemented too.

These include but are not limited to beach cleanup projects, creating sanitation awareness in villages and government schools besides cleaning up slums and neighbourhoods of the underprivileged, lower socio economic groups.

Students meet the needs of the college community as well, wherever required. Their activities on campus include assisting in traffic regulation and license checking. They have involved themselves in environmental initiatives such as Lights Out Campaign and Paper Revolution too. Besides, students provide academic help for peers by offering tutorials to those who need it. In addition to this, the extension activity groups have continually been at the forefront during natural disasters galvanizing support and relief measures for victims.

Understanding and appreciating the spirit of nation building has been an integral part of the educational philosophy of Women's Christian College. The institution has an NCC regiment with an army wing, air squadron and naval unit. Since its inception, cadets have attended state and national level training camps and accomplished themselves in the armed forces, bringing many laurels to the college. The unit has also been actively involved in the Independence Day and Republic Day celebrations on campus.

Participation in organizing intercollegiate events such as Phoenix, etc. have enabled students to hone their skills in various extracurricular activities besides fostering a sense of community, friendship and team spirit and sensitized the students to social concerns.

File Description	Document
Any additional information	[View Document]

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 51

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	9	9	11	11

File Description	Document
Number of awards for extension activities in last 5 years	[View Document]
e-copy of the award letters	[View Document]

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 417

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
112	82	82	83	58

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 33.39

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non- Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1494	1058	1190	1209	1149

File Description	Document
Average percentage of students participating in extension activities with Government or NGO etc	[View Document](#)

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 4

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	3	5	0	1

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)
Copies of collaboration	[View Document](#)
Any additional information	[View Document](#)

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 45

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
18	15	6	4	2

File Description	Document
e-copies of linkage related Document	[View Document](#)
Details of linkages with institutions/industries for internship	[View Document](#)

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 42

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other

universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
33	2	5	2	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

A holistic approach to development revolving around the vision of Women's Christian College is supported by an ideal learning environment in terms of place and space, real and virtual. Basic amenities for learner engagement are provided by spacious and well-ventilated classrooms and well-equipped laboratories housed in 10 academic blocks. Every department has basic facilities such as laptops, desktop computers and printers for thorough preparation and projectors to facilitate seminars, PowerPoint presentations, etc. Internet facility in our wi-fi enabled campus aids in increasing and updating the knowledge domain of teachers as well as learners. Quality of teaching-learning process is augmented by virtual laboratories, mobile apps, flip classrooms and video lectures.

Facilities that have a profound impact on learner outcomes are highlighted below:

- **Nalam** offers counselling services to the community and provides an opportunity to do research and get trained in Counselling
- **Home Science Department Laboratory Nursery School**, a play school for children between two to three years of age with specially created interconnected pods for learning, sleeping, dining and well-equipped outdoor play facilities
- **Central Instrumentation Facility** for research in basic and applied sciences
- **Mushroom House** for entrepreneurial development of growing, harvesting and marketing edible mushrooms
- **UG Project & Research Room – Chemistry** with facilities for synthesis of nanomaterials, study of co-ordination complexes and catalysis
- **Tissue Culture Lab** for callus initiation, cell differentiation, suspension and cell cultures
- **Museum** with a wide variety of zoological collections
- **Bioinformatics Lab** for analyzing databases, protein modelling and *in silico* drug designing using free online tools
- **Herbarium** for processing and preserving rare and unique plant specimens
- **PG and Research Units** with facilities for biotechnological processors like Fermenter, PCR and ELISA reader

- **Vikaas**, the counselling centre offers counselling services to students
- **Project & Research Room – Physics** with facilities for synthesis of nanoparticles by the technique Hydrothermal/Solvothermal process

- **Media Education** facilities for Visual Learning, Voice Recording, Video Recording and audio recording. Cameras are available for photography
- **Edit Suite** to teach Video editing & Photography

- **Computer Laboratories**
    - **Computer Science Lab** with 60 systems and three servers

- **Information Technology / Language Lab** with 50 systems and three servers facilitating teaching-learning of IT, French, Tamil and Hindi
- **Computer Science & Technology Lab** with 30 systems and two servers
- **Computer Applications Lab** with 67 systems and three servers
- **Commerce & Computer Applications Lab** with 84 systems with two servers.
- **Dedicated Computing facility for multipurpose usage** with 47 Systems and 2 Servers

- **Child Development Centre** offers psycho-educational services for special children
- **E-Learning Room** which help students to develop applications
- **Telescope** for night sky observation
- **Shade House** for maintaining rare plants in automated mist chamber
- **Horticultural Plot** to grow vegetables and ornamental plants

- **Hydroponics** for raising culinary plants in water medium without soil

- **English Language Labs** (2 Nos.) with 50 systems with MI Board and Lecture Capture camera which is used for skill development in language learning.
- **Language Lab** for Tamil, Hindi and French languages

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

To lead a healthier life and develop a good competitive spirit among students, Women's Christian College has provided all the necessary support and facilities for the various sports and games. The college playground covers an area of 7550 sq.feet with facilities for

- Volleyball
- Throw ball
- Handball

- Basketball Court
- Ball Badminton Court
- Indoor Hall for
  - Chess
  - Carom
  - Table Tennis

- The Sports Field is utilized to the maximum by approximately 1200 first year undergraduates and

sports students every day.

- A well-equipped **fitness centre** renovated in 2012 is available for staff and students to be utilized from 7 a.m. to 5 p.m. Approximately **30 staff and students** make use of the gym facility per day.
- A **spacious and airy hall** for the practice of yoga.

Facilities on campus equip the players to participate at the zonal, inter- zonal, university, district, state and national level tournaments, which in turn helps to hold the college banner high.

The college has several clubs such as Literary & Debate Club, Arts Club, Drama Club, Western Music & Dance Clubs, Fusion Dance Club, Indian Music & Dance Clubs, to promote interest in cultural events among the students. The College Choir helps in developing and honing the musical talents of students.

The following facilities are provided for the various clubs:

- Auditorium
- Green Stage
- Convention and Examination Centre
- Copper Pod and Student Activity Centre
- Lucy Peabody Hall
- Senate Room
- SHOFAR (Serving Him in Obedience, Faithfulness, Adoration and Reverence) Gospel Band room

File Description	Document
link for additional information	[View Document]

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 61.8

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 55

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document]
Any additional information	[View Document]

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 68.9

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
940.63	1579.65	585.61	535.72	366.77

File Description	Document
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The spacious Information Resource Centre (91,345 Sq.Ft) with 400 seating capacity houses approximately 92000 documents and is enabled with fully automated Library Management System with bar-code facility. It includes resources for Book Bank, Competitive Exams, Audio Visual facility, Fiction, Foreign Language collection, rare books, theses, browsing room etc. The library document delivery services are integrated with the user's college identity card. Apart from Online Public Access Catalogue (OPAC) of the library collection, 61 numbers of computers are available for public access/information services in the library. RFID implementation is under completion stage. Also, Wi-Fi facility is enabled in the campus.

Library Automation:

- AutoLib has been installed with the various library modules such as acquisition system, cataloguing system, circulation system, serials control system and OPAC. CCTV cameras are installed in all the areas of the library apart from gate entry monitoring system. Barcode technology is used for the library operations.
- Name of the ILMS software: **AutoLib (Integrated Library Management Software - Web**

based Advanced Edition)

- Nature of the automation (Fully or partially): **Fully Automated**
- Software Version: **5.5**
- Year of Automation: **2002**

Initiatives of the library automation:

S.No	Year	Infrastructure Development
1	2015 – 2016	ü ILMS was upgraded as web-based software
2	2016 - 2017	ü To enhance and speed up the circulation RFID tagging is initiated. ü Procured barcode printer. ü Procured digital stock verification unit. ü Digitization of in-house magazine (Sunflower) was completed.
3	2017 - 2018	ü Integrated barcode with RFID tags for document transactions.

File Description	Document
Any additional information	[View Document](#)

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The library holds impressive collection of print books, online Journals and scientific periodicals of International repute serve as valuable resource materials for Students, Research Scholars and Faculty members.Popular magazines and Newspapers, Foreign Language books of a wide variety serve for recreational reading. The reference collection includes sets of Encyclopedias, Dictionaries, Almanacs, Directories, Atlases, Year Books, Guide to Periodical Literature, Books in Print, Project reports, Theses & Dissertation.

S.No.	Particulars (Total Collection of the Library)	Total
1	Total **Print Book** collection	91,898
	Books added in last 5 yrs (2013 – 2018)	5677
2	Total **Competitive Examination** collection	3,231
	Books added in last 5 yrs (2013 – 2018)	76
3	Total **UGC Book Bank**	1,400

4	Total **theses,dissertations and project documents** (M.Phil and PG)	2,920	
	Documents received in last 5 yrs (2013-2018)	420	
5	**Special Reports**	48	
7	**Digital Resources** (College Magazine 'Sun Flower')	From 1915 – till current year	
8	Total **Back Volumes** of Periodicals	7615	
	Added in last 5 yrs (2013-2018)	1115	
9	**Online Resources** (EBSCO, N-list, Questia)	3 E-databases	
10	Total **DVDs/CDs**	1200	
	Added in last 5 yrs (2013-2018)	150	
11	**Institutional Memberships** (British Council Library, The American Library, Anna University Library)	3 Libraries	

File Description	Document
Any additional information	[View Document](#)

4.2.3 Does the institution have the following

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	[View Document](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 9.88

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
9.09	12.86	8.10	10.64	8.73

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	[View Document](#)

4.2.6 Percentage per day usage of library by teachers and students

Response: 14.66

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

Response: 626

File Description	Document
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college ensures adequate IT facilities which are upgraded and updated to facilitate both academic and

administrative purposes with the help of three technically qualified staff to monitor and maintain the hardware, network, intranet related services and Wi-Fi on campus. **Cyberoam Wi-Fi security appliances** secure the Wi-Fi on the campus from intrusions, identity theft through MAC spoofing, DoS attacks and malware entry. Cyberoam Wi-Fi appliances offer Layer 8 Identity-based security, providing high levels of security with flexibility in wireless LANs. The appliances support 802.11a/b/g/n wireless standards. The faculties are facilitated with free Wi-Fi on campus. Students are also given provision to register their Laptops and get free Wi-Fi.

Information Security and Network Security is facilitated through Kaspersky Endpoint Security Antivirus Software which includes instantaneous automatic updates via the 'Kaspersky Security Network' service. Cyberoam 300iNG Firewall delivers end-to-end network security for best protection against the most advanced security threats and targeted attacks.

The **ERP software** manages the entire process of Admission, Student Attendance, Examination, and Fee Payment in an efficient way.

Software licenses are procured through **OVS-ES** (Open Value Subscription Agreement for Education Solutions) Campus Agreement. **Volume Licensing Service Center** (VLSC) is used to manage the Software Assets which gives easy access to all the licensing information in one location and to download products and keys.

Facilities in College	Year	
	Installation	Upgradat
Access Points (Cyberoam) Installation for 100% Secure Wi-Fi Coverage	2017	
IP Surveillance (audio enabled)	-	2018
Firewall Up-gradation (Cyberoam)	-	2017
End Point Security with Kaspersky Certificate	2017 / 2018	
Live web Broadcasting for events	2017	
Bandwidth up-gradation (100+100+100+150)Mbps		2018
Firewall Up-gradation		2017- 20
Cyberoam Wi-Fi appliances offer Layer 8 Identity-based security	2017	
ERP Software	2018	
OVS-ES	2018	

Volume Licensing Service Center	**2018**	

The College has **dedicated Intranet Server**s with the following configuration

Configuration	Number
IBM FILE SERVER Xeon 2.27/8GB RAM/300 + 300 +300 GB HDD	1
APPLICATION SERVER Xeon 2.27 /24 GB RAM/ 300+300+500	1
IBM SERVER 3.1 GHz/4GB RAM/1 TB * 2 HDD	1
IBM Workstation Intel Xeon 3.3 GHz/8GB RAM/1 TB * 2 HDD	1
Total	**4**

Broadband Lines

Broadband Lines	Date of implementation
BSNL 80Mbps 400GB with Static IP	23.08.2018
Hathway 200Mbps 1000GB with Static IP	20.06.2018
BSNL 100 Mbps 500GB with Static IP	14.09.2017
BSNL 100Mbps 500GB with Static IP	12.05.2017
VPNoBB connectivity under NMEICT project – BBVPN NME 10 Mbps – 2 Nos	-

The above connections are distributed through firewall. Load balancing is set and distributed based on the requirement.

File Description	Document
Any additional information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 6.99

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: ?50 MBPS

File Description	Document
Any additional information	<u>View Document</u>

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<u>View Document</u>

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 30.78

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
466.71561	372.18023	267.6029	277.8264	212.09

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<u>View Document</u>
Audited statements of accounts.	<u>View Document</u>

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

Response:

The Women's Christian College Association constitutes various committees such as the Building Committee, the Purchase Committee and the Working Committee which consist of experts. These

committees meet periodically to review the requirements and take decisions on the necessary action plan to execute the needs with respect to the repair and maintenance of infrastructure facilities and services.

The college has appointed a designated Supervisor, who is also an Electrical Engineer and is in charge of maintenance of buildings, classrooms and laboratories. He also ensures proper upkeep of physical ambience. Major works are undertaken by contractors selected and appointed by the Building Committee.

Regular maintenance of laboratories and classrooms is taken care of by the Lab Assistants and support staff in every department. System Technicians help maintain the computers and accessories in laboratories, departments and administrative offices of the College.

Maintenance initiatives:

- Annual Maintenance Contracts for Lifts, Generators, A/C units, UPS, Intercom facilities
- R.O Plant is serviced every 6 months since its installation
- Pest control measures are undertaken every month in all the Resident Halls and as when required in other buildings on campus.
- Waste Disposal – food, biological, chemical, e-waste
- Reducing & Recycling- vermicomposting pit
- Separate Incinerator is used for disposal of sanitary napkins
- Fire safety measures are reviewed

Utilizing Physical, Academic and Support Facilities

Optimal utilization is ensured by shared usage of classrooms, labs, library and multi utility facilities by students of Shifts I & II functioning from 8 a.m. to 6.00 p.m.

- Class rooms are booked through Intranet.
- Booking registers for all Seminar halls are maintained for effective academic usage.
- Official letters are forwarded to the respective Heads of the Departments for utilizing their Class room / Lab facility

File Description	Document
Any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 26.78

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
877	895	950	1027	1091

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 8.07

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
367	293	265	353	203

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

> 1. **Guidance for competitive examinations**
> 2. **Career Counselling**
> 3. **Soft skill development**
> 4. **Remedial coaching**
> 5. **Language lab**
> 6. **Bridge courses**
> 7. **Yoga and Meditation**
> 8. **Personal Counselling**

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document]
Any additional information	[View Document]
Link to Institutional website	[View Document]

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 25.95

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1231	1962	239	354	1035

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document]
Any additional information	[View Document]

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 4.6

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
209	269	227	119	37

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 41.18

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
448	473	471	397	331

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 39.8

5.2.2.1 Number of outgoing students progressing to higher education

Response: 449

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 70.34

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
40	33	20	19	12

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
53	42	31	25	21

File Description	Document
Upload supporting data for the same	<u>View Document</u>
Number of students qualifying in state/ national/ international level examinations during the last five years	<u>View Document</u>
Any additional information	<u>View Document</u>

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) during the last five years

Response: 50

5.3.1.1 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-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
18	9	8	7	8

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<u>View Document</u>
e-copies of award letters and certificates	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response:

The College has an elected body - ***The Student Senate***, which constitutes of about 27 students from both Shift I & Shift II. Students adorn different portfolios and are led by the Student President and Vice President. The Senate liaisons between the management and the student body. They along with class representatives, spear head student participation in various cultural and co-curricular activities. **The Student Senate** actively involves themselves in various activities of the college.

It is the tradition of the college to stage a **College Play** annually with expertise from a professional theatre expert. The plays directed by renowned Theatre artist and staged by our students. Students are part of both the crew and the cast. Through this learning experience students identify their skills in theatre, hone them and also help them to take it up as a career.

*Festeve i*s a prestigious inter collegiate cultural event conceived, planned, organized and conducted by student leaders with support from a large team of student volunteers. Students decide on the dates, the theme, and logo, collect financial support by way of sponsorship and also spear head the entire two day event which has good participation from students of various colleges.

The Alumnae Food Fair, and the White Gifts Day are when students' philanthropy comes to the forefront. Through these events they generate and contribute to raising funds for the lesser privileged brethren of the society.

The Department clubs are coordinated by Student Leaders along with a staff member who serves as a facilitator. Students are a part of the Board of Studies of various Departments, Internal Quality Assurance Cell, Academic Council, Anti- ragging Committee and Grievance Redressal Cell.

Student representatives put forth their suggestions that they have, to enhance the quality of the curriculum during the Board of Studies. They also voice their concerns, challenges and requirements pertaining to their course at the Academic Council. Thus the students participate in revamping the syllabus and updating them.

By being a part of Anti- ragging Committee, students are able to sensitize and create awareness about anti-ragging and are vigilant about it. Thus they help in maintaining a healthy atmosphere for the new entrants of the College. Grievance Redressal Cell and Canteen Committee have student representatives who voice the concerns challenges and put forth suggestions on various aspects of their student life in campus. Feedback of the students is also brought to the notice of the authorities by the Student Senate representatives in the Formal Senate meetings. These meetings are attended by the members of the Student Senate, Faculty representatives, Deans, Controller of Examination, Bursar, Chaplain and the Principal. The suggestions and feedback are noted and appropriate measures are taken.Students hone and develop their skills through the various clubs of the college that they are a part of and enable participation in inter-collegiate cultural events showcasing their talents to a wide audience. They also conduct events like **'DRAMUDA'** and **'BATTLEFEST'**, where students actively take part in the planning, coordinating and execution of events.

File Description	Document
Any additional information	[View Document](#)
Link for Aditional Information	[View Document](#)

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 30.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
39	30	31	25	27

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)
Any additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The college has a strong registered Alumni Association in which the staff and graduates of WCC are members. The alumnae association of WCC was started in the year 1917 by Dr. Eleanor Mc Dougall. The Alumnae celebrated their centenary year in 2016-17. The alumnae association of WCC is involved in a number of activities in campus and contribute to the infrastructure requirements and National and International conferences and facilitate off-campus placements. They work in close association with the college management and thus form an active and inspiring part of our college family. The association boasts of illustrious alumna spread across the globe.

The following are the activities and contributions made by the Alumnae Association:

1. Rivett Prize for best article in the Sunflower Magazine.
2. Florence Theophilus Prize.
3. Good Samaritan Fund to meet medical expenses.
4. Elizabeth George Scholarship to a student of WCC joining the St. Christopher's Training College.
5. Maintenance of WCC Outreach Centre.
6. Maintenance of College Clock Tower.
7. Scholarship of Rs.40,000/- extended to the children of the support staff of WCC.
8. Alumnae of the year award in recognition of services rendered to the community.
9. Publication and distribution of the Alumnae Sunflower.
10. Conduct of Food Fair to raise funds for the McDougall Memorial Nursery School.
11. Initiation Ceremony of the passing out students into the Alumnae Association
12. Farewell to retiring Faculty and staff.
13. Homecoming for the Alumnae organised by the college

Alumnae:

- Alumnae participate in the decision making process by being represented in the Executive Board and Governing Body of the Women's Christian College Association. Alumna representatives holding high positions are members in the Board of Studies. They provide feedback on curriculum and give suggestions for syllabi revision in the context of contemporary needs.

- A food fair is organised on campus with their participation of the students and the alumnae to raise funds for the Mc Dougall school which is managed by the alumnae association. Free food and free education is provided in the school.
- The Alumnae choir started in July 2014 performs at various college functions
- Eminent Alumnae deliver lectures to students regularly to enlighten them on the current trends of the industry, enabling them to identify their career path.
- Endowment scholarships and funds are instituted in the name of distinguished alumna help in educating underprivileged students or honing the skills of our students, enlightening them on cutting edge global scenarios through workshops and lectures.
- Scholarships are also given every year to two students, who are children of the support staff of the college. The alumnae also supports the WCC Outreach Centre .
- A good Samaritan fund to meet the medical expenses of any student past or present was started in 2004.
- The association also financially supports seminars and conferences organised by the various departments of the college.

The Alumnae Association has instituted an Alumna of the Year Award whereby an Alumna who has done yeomen service to society is honoured at an Assembly program. This ignites the passion of our students and motivates them towards social services.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: ? 15 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 66

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	17	16	11	9

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Mission of the College: The College aims to provide a complete, meaningful and relevant education to women so that they are intellectually well-trained, morally upright, socially aware and spiritually inspired.

Vision: To strengthen and integrate academic excellence, social responsibility, global perspective, environmental stewardship and Christian values. To create an environment that values intellectual curiosity through instructional excellence, by strengthening campus-wide commitment to becoming a technologically-enhanced learning community that engages in scientific research, humanistic scholarship and artistic creation with global awareness.

Nature of governance, perspective plans and participation of teachers in decision making bodies of the institution

The Principal of the College is also the Secretary of the Women's Christian College Association - the apex body that governs the management of the College. Decisions on development, financial management, infrastructure, governance and administration are taken by the Governing Board and Executive Board jointly with the Principal and staff representatives. This enables effective implementation of policies and efficient governance. The Staff Council, comprising the Principal and all teaching faculty, is an illustration of participatory management in existence for several decades. The Council meets at periodic intervals. Matters pertaining to academics as well as other relevant aspects of the college community and its functioning are brought up for discussion, decisions are jointly made and the minutes are recorded.

Working committees are constituted for all academic, co-curricular and extra-curricular activities of the college, where faculty are encouraged to contribute in different capacities as members and leaders.

All major decisions pertaining to academics are discussed, passed and recorded at the Academic Council, which comprises the Principal, Heads of Departments, Deans, Controller of Examinations and external experts. The Council normally meets after every semester, when examination results are presented to the Council and passed. This meeting is preceded by the Board of Examiners Meeting convened in every department of the college to pass results.

The Institution's perspective plan continuously evolves according to academic, societal and stakeholder requirements. Teaching in WCC is student-centric and oriented towards practical learning, internships and field visits. Regular departmental meetings help faculty keep abreast with latest developments in their fields and enable introduction of new ideas and policies. The curriculum is frequently updated and upgraded with feedback from students, alumnae, industry experts, university representatives and teachers, who also comprise the Board of Studies, which meets annually to review, discuss and take decisions regarding curriculum revision, introduction of new courses etc. Periodic academic and administrative audits help review,assess and enhance the curriculum and operations of the administrative departments.

File Description	Document
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

Women's Christian College received autonomy status in 1982 which effectively facilitated decentralization and participative management in all departments of the college. A significant aspect of this is Curriculum Planning and Development.

The process of curriculum planning and development is coordinated by a Curriculum Planning and Development Committee comprising the Principal, Dean of Academic Affairs and faculty representatives of all departments. The committee issues guidelines/templates to Departments for periodic curriculum design and revision based on the Tamil Nadu State Council for Higher Education (TANSCHE) and University of Madras guidelines.

All departments enjoy autonomy in planning their curriculum. This is done in a democratic, structured and systematic way. Heads of Departments initiate this process through Department meetings where curriculum plans and revisions are discussed and finalized. Courses are designed and modified from time to time based on need, driven by advancements in the respective field, student and industry feedback and changing career patterns/trends. Newly designed or modified courses are peer reviewed in the Department, then passed in the Board of Studies and presented in the Academic Council Meeting for ratification. Faculty are trained for curriculum design, development and teaching through Faculty Development Programmes and Workshops in and outside college. Thus curriculum planning is one of the significant outcomes of decentralisation and participative management.

The Choice Based Credit System (CBCS) ensures flexibility in choice of courses according to students' interest and aptitude, and expects them to work consistently to fulfill the requirements in order to earn their credits. Under CBCS, Departments are free to offer a number of interdisciplinary, elective, non-major and skill based courses, within a framework issued by the University of Madras. CBCS also offers students exposure to sports, value education, extension activity (community/environmental/national service) etc, which are built into their curriculum.

In addition to this, departments and course teachers have the autonomy to diversify assessment and evaluation patterns for their courses. Apart from regular end-of-semester examinations, departments are free to include a variety of evaluation methods by incorporating various innovative and challenging modules for evaluation either at the CIA level or at the ESE level, such as projects, portfolios, seminars, study papers, field work and service learning projects. Recently the college has also introduced Learner Designed Courses in response to industry feedback, which enables students to design their own courses in consultation with course teachers/mentors. This is an effective instance of participative management involving staff, students and industry.

The positive impact of such reforms is that students are better motivated to perform well and to do independent work. It helps channelize and develop the aptitude and diverse talents of students, instead of confining them to rote learning for written exams. Through such means, students are able to discover their

potential and also identify prospective career options for themselves.

Thus the policies of the college, its autonomous status and the Choice Based Credit System together ensure that the institution practises decentralisation and participative management.

File Description	Document
Any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

With the aim of strengthening focus on research among faculty and students of the college, and based on the NAAC peer team's recommendation to improve efforts to promote research activities**, a Centre for Research and Development** was established in June 2015. This centre is headed by the Deans of Research (Shift I and II) and serves as a catalyst for new thinking and innovation, strengthening the teaching-learning–research triad, by initiating and sustaining a culture of research in all disciplines of study offered by the college. The centre strives to encourage more staff and students to pursue research projects alongside their academic work.

The Centre and IQAC jointly organize periodic workshops on different themes related to effective and quality research, namely 'Writing Effective Research Proposals to Funding Agencies', 'Emerging Trends in Research Methodology' and a hands-on workshop on 'Intellectual Property Rights and Patents'. The Centre also provides information related to research funding agencies, publication avenues, paper presentations and national research projects.

The Student Research Seed Grant was introduced in 2015-16 as a centenary initiative to encourage student research. A total of 48 applicants were approved for funding after scrutiny and interview from the time the grant was introduced. The awardees present their findings at the general assembly programme, to motivate other students to opt for research and they are also encouraged to publish their research findings. A Faculty Research Seed Grant of Rs.1,00,000/- was instituted in 2018 and 5 faculty members received funding for their proposals in April 2018.

With the support of the Centre for Research, several Faculty Research Project Proposals have been submitted to major funding agencies and some have been approved as well. 26 UGC Minor Research Projects were submitted to UGC-SERO in July 2015, and 8 were selected for funding.

Faculty members and students submitted 43 research proposals to various funding agencies from May to September 2016. 5 proposals were approved by TNSCST including 1 RFRS in 2017. In July 2017, 33 student project proposals were submitted to TNSCST and one online project proposal for DST was submitted by the Department of Computer Science and Technology. In August 2018, 32 research proposals from all PG Science Departments and 3 proposals by Ph.D students (from Shift II) were sent to TNSCST.

Eleanor, WCC Journal of Multidisciplinary Research was launched in April 2016 and granted ISSN number in August 2017. This initiative of the IQAC and Centre for Research opened opportunities for faculty and students to publish research findings. The first issue of this blind peer-reviewed research journal carried 25 research articles by faculty and students of WCC. The second issue of the journal was published in June 2018 with 15 research papers from staff and students. In addition to this, the process of making the journal available as Open Access has also been initiated.

An institutional Code of Ethics in Research and Policy on Consultancy and Resource Sharing was drafted in March 2018, and seeks to maintain ethical standards in research and consultancy.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The college management is governed by the Women's Christian College Association. The Principal of the college is also the Secretary of the Association. This apex body along with the Board of Directors takes decisions on development, financial management and administration, thus ensuring effective implementation of the policies and quality management of the governance. The Annual General Meeting (AGM) and Extra-ordinary General Meeting (EGM) of the Women's Christian College Association are held once a year.

Members from the Association along with co-opted members form the Executive Board that meets once every quarter regarding policy decisions. Members from the Executive Board form the Working Committee, Finance Committee, Purchase Committee and Building Committee. These committees are involved in specific aspects in the management of the institution.

The Governing Body is constituted with members from the management and representation from the UGC, University of Madras and the state government. This body monitors the general administration of the College. Meetings are held twice a year.

All academic decisions pass through the Academic Council, the apex body for academic matters on campus. Meetings of the Academic Council are held at least twice a year. The Internal Quality Assurance Cell ensures the quality of all activities in College.

The Principal constitutes committees for interaction with various stakeholders of the college such as the Public Relations Committee during Admissions, the Orientation Committee to induct the first years into

the Degree Programs and communicate with parents, Career Guidance Cell to link students with prospective employers and nominates faculty members to the Alumnae Executive Committee for networking with alumnae members. The Principal is also the Chairperson of the Internal Quality Assurance Cell, the Staff Council and the Student Senate.

Working committees are constituted for all academic, co-curricular and extra-curricular activities of the college where faculty are encouraged to contribute in different capacities as members and leaders. **Curriculum Development Committee, Library Executive Committee, Sports Committee, Canteen Committee** are some of the working committees.University representatives and industry experts are a part of the Boards of Studies of every department.

Recruitment is done as per regulations for Minority Institutions. Vacancies are advertised in *The Hindu*. Candidates fulfilling the norms are called for an interview. The interview Panel comprises the Principal, Vice-Principal/Dean, Head of the Department, Representatives from the Management, University representative and Subject Expert. Candidates are selected based on qualification, experience and performance.

Faculty representatives on committees and bodies like the Governing Body, Executive Board, Academic Council, Admission Committee, Curriculum Development Committee, Research Advisory Committee, Institutional Ethics Committee are actively involved in planning, decision making and implementing of various programs.

The Harassment Complaints Committee consists of six members chaired by the Dean – Centre for Women's Studies, an Honorary – Legal Consultant along with faculty members to provide a healthy and congenial atmosphere for the staff and students of the College and to address genuine problems and complaints of staff and students. The college ensures that once a complaint is made, it is treated with sensitivity and confidentiality.

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Being sensitive to the environmental issues that are global concerns today and to foster a focussed environmental consciousness, the Centre for Environmental Studies was established in 2017. The Centre was inaugurated on 12.12.2017 with the Dean who coordinates its activities..

The Centre for Environmental Studies comprises the Dean and six faculty coordinators from diverse departments, with 3 each from Shifts I and II. The Centre's function is to monitor and promote environment related activities and green initiatives on campus. The Centre aims to increase understanding of sustainable use of resources, waste management initiatives within campus, to organise workshops, seminars, conferences, campaigns, competitions pertaining to environmental management and conservation, tree planting drives and to provide assistance in assessing environmental foot print.

Prior to the inception of the Centre, the green initiatives and environmental activities on campus were spearheaded by the Eco-Club. Several projects have been undertaken over the years by the Eco-Club. For instance, efforts to recycle waste paper were supported by identifying collection points for waste paper around the campus. Eco-friendly benches were constructed by using PET bottles filled with sand instead of bricks. Tree planting drives, regular visits to Blue Cross, awareness programmes on campus about recycling and waste disposal are initiatives by the Eco-Club on campus. Students have been encouraged to participate in environmental activities outside the campus, like beach clean ups organised by the Eco-club itself, and other awareness campaigns, like 'Turtle Walk' '. They are also given opportunities to interact with people who are actively involved in environmental activities, in the form of seminars and workshops that are organised for the students.

Besides the Eco-Club, the other extension activities on campus, NSS, Rotract, YI and NCC, have also been a part of different green initiatives, including beach clean ups, awareness programmes and tree planting

campaigns. The college also started an orchard for the benefit of resident students on campus.

With the inception of the Centre for Environmental Studies, the green activities on campus are brought under a single body, in order to reinforce the environmental policy of the college, which was drafted in 2017 and is being implemented from 2017-2018. The Centre's presence has also enabled the continuation of a Green Audit that was initiated in 2016. Following the completion of Phase 1 of the Green Audit, a steam kitchen was installed in the hostel mess.

The Centre organised 'EnviroQuest 2018', an intercollegiate environmental quiz programme in collaboration with the American Centre, Chennai, on 30th January, 2018. 32 teams from city colleges took part. A workshop on Gardening Techniques was conducted for the gardeners of the college, in February 2018. With the help of the Centre, the Eco-club initiated a successful campaign to ban the use of plastic straws and plastic cups.on campus. In July 2018, the Centre organised a campaign on Plastic Waste Management in association with Kabadiwalla – a Chennai based plastic waste management company. This was aimed at promoting responsible recycling of plastic waste generated on campus.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

1. The college collaborates with Apollo hospitals to provide medical services to teaching, non-teaching staff, and students. The Apollo Shine centre in WCC has two nurses on duty and is equipped for First Aid services, with an ambulance on standby, and a doctor on call when required. The Apollo Shine card provided allows staff to avail discounts on purchase of medicines from Apollo pharmacies. Periodical medical camps are organized by Apollo Shine.
2. The National Service Scheme (NSS) and its welfare activities are as follows – The NSS conducts two blood donation camps every year. As a benefit from this venture, both teaching and non-teaching staff can approach the Indian Red Cross Society through the YRC program officer on campus to obtain blood in case of emergencies, at a nominal rate. The NSS has been organizing dental camps, eye check-ups, and medical camps (where issues such as breast feeding awareness, nutrition, first aid and cancer awareness are dealt with) on campus twice a year since 2012. Teaching and non-teaching staff have benefitted from these camps.
3. The college runs a pre-school for children, where children of staff members can be admitted on completion of 2 years.
4. The college organizes a retreat for both teaching as well as non-teaching staff at the beginning of each academic year. Motivational speakers who are invited for the retreat provide significant inputs, and facilitate a time of reflection and recharging oneself for the year ahead.
5. Staff can avail of the wifi facilities on campus, and have an exclusive internet browsing centre

which can be used for academic or research purposes.

6. Non-teaching staff receive partial reimbursement for their medical expenses.

7. Non-teaching staff are provided noon-meals at a subsidised rate.

8. Non-teaching staff are taken on an annual recreational tour and clothes are distributed once a year.

9. The children of non-teaching staff are given scholarships to study in the institution.

10. The faculty members have access to the Information Resource Centre which has institutional membership at the American Library, British Council and e-portals such as EBSCO Host, Questia, and NList which can be used for teaching resources and research.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 2.97

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	10	7	1	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 11

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
17	14	14	4	6

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)
Any additional information	[View Document](#)

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 29.12

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
109	49	48	28	30

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programs during the last five years	[View Document](#)
Any additional information	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Performance Appraisal System for Teaching Staff

Teaching faculty do a self appraisal of performance at the end of every academic year .The template for self appraisal has been developed by the Directorate of Collegiate Education, Government of Tamilnadu.

The self appraisal document requires faculty to provide details on academic workload, contributions or innovations in teaching over the past academic year, participation in FDP programs, research contributions, seminars/conferences attended/ organised, membership in professional bodies, and editorship of journals. It also requires faculty to provide details on involvement in extension work or community service, contributions to enrichment of campus life, co-curricular activities on campus and students' welfare and discipline. Faculty participation in committees on Educational and national development and membership is professional organisations is also documented. Faculty also give a self assessment of performance, achievements, difficulties faced, steps taken for evaluating courses taught and suggestions for improvement. This is then verified by the Head of the Department and scrutinized by the Principal. A copy is sent to the Director of Collegiate Education while one is retained in the college. This Performance appraisal is mandatory for post upgrades for staff of the government aided section.

Performance of faculty of the self finance section was assessed by a self assessment by faculty using indicators from the API (Academic Progress Indicators) for appraisal. This includes data on years of teaching experience, papers published, research projects undertaken, positions held and pass percentage for courses taught. The Head of Department then evaluates faculty performance based on performance indicators from teacher evaluation done by students for all courses taught by the faculty member. In addition to this, contributions of the faculty to the department, college and community are also rated by the head of the Department..To ensure equity in performance appraisal the same self appraisal template is now used for faculty of both shifts I (Aided section) and II (Self financed section)

In addition to self appraisal by faculty, teacher evaluation is done by students who evaluate the teacher's punctuality to class, clarity in presentation of concepts, innovative teaching methods used, feedback on assignments and tests and approachability. A copy of the feedback is made available to the Heads Departments, for discussion with respective faculty and follow up action where necessary.

Performance Appraisal System for Non-Teaching staff

Performance appraisal of Management non-teaching staff was done by their respective heads. Staff are rated on regularity and punctuality, efficiency, commitment to work, ability to complete assignments and team work. The decision to award pay increment based on performance is taken by the Principal in consultation with the Head/supervisor of the non teaching staff. This system that was followed until 2016-17 has been discontinued in favour of common practice for non teaching staff of the management and government aided sections.(not specific)

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college employs two auditing firms to look after Internal and Statutory audits every year. The Executive board of the college appoints the internal auditor who checks every bill/voucher of each account for the financial year and presents his comments and suggestions to the audit committee of the college. The audit committee seeks clarifications and provides suggestions to the Bursar and the team at the bursar's office.

In addition to the internal auditor,the statutory auditor is appointed by the college association. At the end of the financial year the statutory auditor audits every account, also taking note of the comments of the internal auditor.

Apart from this, mandatory State and Central Government Audit scrutinizes the grants received from government agencies and its expenditure. There have been no major audit objections. Minor errors of omission and commission pointed out by auditors have been corrected and efforts taken to avoid recurrence.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 301.63

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
38.46	49.96	59.5	79.05	74.66

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The college mobilizes resources from time to time by appealing to its alumnae and stakeholders whenever

the need arises. For instance, when the college celebrated its Centenary in 2015-2016, resources were mobilized through fund raising for significant projects like the construction of the Centenary Building. The faculty, alumnae, students and philanthropists donated liberally to make these projects a reality.

The Annual College Play is a regular fund raiser for augmentation of the infrastructural needs of the college. Recently, projects like air conditioning the auditorium, setting up a browsing room, archives and heritage centre in the library were undertaken. Needs are identified and addressed on priority basis, and each year's college play fund (raised through sponsorship, brochure, stalls and sale of tickets) is earmarked for a particular facility to be added to the college.

The Alumnae association supports college activities and mobilizes funds for significant projects. An RO plant was donated by the alumnae association in the centenary year.Class reunions of the alumnae, organized periodically are also instrumental in mobilizing funds for specific projects of the college. The alumnae association also provides financial support for publication of conference proceedings.

Endowments instituted by families and friends of illustrious alumna and former faculty enable the college to organize endowment lectures and workshops with experts from various fields. Contributions from individuals, trusts and international bodies like Scranton and Ford foundation are also used to institute scholarships and prizes for students.

Individual departments of the college are encouraged to organize international and national level conferences, seminars and workshops regularly Funds for these programs are mobilized by applying to government and non government funding agencies, through event sponsorship and conference registration fees from participants. Collaborations with academic institutes, industry partners or other professional organizations are also encouraged to help support conference expenses.

The Green Box initiative is a strategy for resource mobilization by departments using the skills learnt by students through various courses. Departments sell items like organic vegetables and mushrooms grown by students on campus or wooden articles made by students of the Workshop Practice Course. This initiative also develops students' entrepreneurial skills and provides them hands-on experience in marketing and sales.

Funds for research are mobilized through submission of research proposals to the UGC (Major and minor research projects), DBT, DST, CSIR, ICAR,TNSCST, DIT, UBCHEA and private industries. Enhancement of infrastructure and laboratories has been possible with grants applied for and received under UGC-SAP, UGC-COP, DST-SERB, DBT Star College Scheme, DST-FIST and UGC-CPE

Annual budget is prepared based on the requirements of the college, presented to the Working Committee for recommendation to the Board and the Association for approval. The recurring expenses and the capital expenditures are kept within the budgeted resources of the institution. For purchases below Rs. 1 lakh, quotations are collected and order is placed for the lowest quote while approval of the Purchase Committee, is required for purchases exceeding Rs. 1 lakh. In the case of construction/maintenance of buildings, the Building Committee authorizes such activities based on requirements.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

As part of quality assurance and in an effort to enhance the teaching-learning process, the IQAC regularly conducts need-based Faculty Development Programmes (FDPs). The resource persons for these workshops are either faculty from college or eminent faculty from overseas universities or specialists from various fields. Inputs from the structured feedback mechanism,assessment of current needs and developments and future trends are considered when planning the theme for FDPs.

Workshops like 'Transforming for excellence' by Dr Viji George, President, Concordia College, USA, 'How to Increase Learner Engagement' by Dr Michael Schlabra, Concordia College, USA, 'Enhancing Teaching and Learning with the use of Multimedia and E-Resources', 'Student-centered Teaching and Learning'(SCL) by Dr Cynthia Dettman, Fullbright Nehru Scholar, USA, were organized. These workshops have helped faculty realign their role as mentor/facilitator rather than as a sage on the stage. There is a gradual shift from the chalk and talk method to student centric learning environment with discussions, role play, practical projects etc. Faculty are using simple strategies imbibed at these workshops to make the learning environment more engaging and vibrant.

Workshops to promote research and publication are regularly organised. These included workshops on 'Academic writing and proposal presentation' 'Writing Effective Research Proposals to Funding Agencies', 'Emerging Trends in Research Methodology' and a hands-on workshop on 'Intellectual Property Rights and Patents'.The outcome of these workshops has been submission of proposals for 25 UGC –Minor Research Projects, 4 ICSSR Projects, 3 ICMR Projects, 3 UBCHEA Projects, preparation of 3 UGC – Major Research Projects,65 TNSCST projects,9 DST projects and 1 CSIR Project in addition to start of an innovation cell.

Orientation Programmes for new faculty include components like teaching-learning-research, attendance evaluation and feedback, classroom management, regulations and code of conduct. Feedback from faculty is used to plan prospective programmes.

Another initiative of the IQAC to identify and resolve problems on campus is the Quality Circles (QC) consisting of 8-10 members drawn from students, teaching and non teaching staff set up to identify problems and suggest solutions in areas like environmental issues, food hygiene and quality, extension services, library and physical facilities on campus. Their suggestions were recommended to the board for implementation. The **QC on environmental issues** identified waste management as the major problem. Collection of paper in cartons and recycling is one of the many suggested measures being implemented. Screen doors to prevent entry of cats and training of food handlers in hygiene were outcomes of the **Food hygiene and quality QC** recommendations. Strategies for enhancing student involvement in extension

activities suggested by the QC were also implemented

The **QC on Library services** identified inadequate usage of e-resources by students as the key problem. Linking library e-resources and subscribed databases to college website, sending e-resource links to students through whatsapp messages and conduct of user education programs were the recommendations implemented. **The QC on Physical facilities** identified improvement of Canteen Infrastructure as the priority. Many of its recommendations were implemented during the recent renovation of the canteen.

File Description	Document
Any additional information	<u>View Document</u>
Link for Additional Information	<u>View Document</u>

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

Response:

The IQAC facilitates review of the curriculum, teaching learning and evaluation methodologies and efficacy of the academic process through academic audits and a mechanism for collecting feedback from students, alumna, parents, industry and subject experts. These two review mechanisms have helped enhance the curriculum and the teaching learning methodologies.

The academic audit is conducted periodically (2013-14 and 2017-18) to review the effectiveness of the academic programs, outcomes of the teaching learning process and functioning of the various departments. The academic audit conducted in 2013-14 reviewed Infrastructure and learning resources, student support and progression and governance and leadership based on NAAC criteria. The audit conducted in 2017-18 had eminent /senior academic peers review each Department based on NAAC criteria.

The Curriculum is constantly revised and upgraded with the help of experts based on feedback obtained from students, academic peers who are examiners or members of the Board of Studies (BOS), alumnae representatives and industry experts on the Board of studies. Parent feedback on curriculum is also now collected. Many departments also have their curriculum reviewed by peers in eminent colleges in India and abroad. University representatives and industry experts on the Board of Studies also offer valuable suggestions. This has resulted in introduction of more skill based and add on courses. Need based papers keep students abreast of the latest developments in their fields of study. Value addition is offered through add on certificate courses, service learning programs and learner designed courses. Add on certificate courses encourage students to acquire additional skill sets or take up courses outside their subject domain. Faculty from institutions like Concordia College, USA with whom we have MOUs also offer certificate courses in diverse topics.

Teaching Learning Methodologies constantly change and evolve to keep pace with the changes in the learning environment and the needs of the learners. WCC strives to make the learning student centric and experiential to the maximum extent possible. This is reflected in the projects, practical assignments and research projects that encourage students to learn by doing/applying concepts learnt in an experimental or

real world setting. Industry visits, field trips, summer/winter internships and on the job training prepare students for the work environment. Conferences, seminars, workshops, endowment lectures and guest lectures by eminent scientists, researchers, leaders in various disciplines provide students the opportunity to learn about the latest developments in their area of specialisation and also interact with stalwarts in their field.

Introduction of MOOC modules in every program and inclusion of NPTEL courses as part of the portfolio of add on courses is another outcome of the feedback   mechanism. Faculty Development workshops on increasing learner engagement, use of multimedia and e resources and student centric learning organised by the IQAC with resource persons like Dr.Michael Schlabra, Concordia College, USA and Dr.Cynthia Dettman ,Fulbright –Nehru Scholar help faculty adapt to changing needs of the teaching -learning environment.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 25.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
36	27	26	19	20

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
Any additional information	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**

4.ISO Certification
5.NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

After the last cycle of accreditation, the college has proactively embarked on numerous post-accreditation initiatives. Grants received by the college including FIST (2015), CPE(2016), SAP and DBT Star College Scheme (2014), helped enhance learning resources like upgrading laboratory infrastructure and the central instrumentation room. The college was ranked 10th best Arts and Science College in the National Institutional Ranking Framework (NIRF) in 2017 and 22nd in 2018.

The Library has digitised archives of the college magazine and is now setting up an archives and heritage centre.Surveillance cameras, anti plagiarism software Urkund, and RFID based library automation have been introduced.

 Since the last accreditation, 2 UG, 1 PG, 1 M.Phil, and 1 PhD programme have been introduced. Certificate courses, service learning programmes, self- study and learner designed courses have been included by departments. E-learning resources and MOOC modules have been included in many courses. Semester aroad and twinning programs with foreign universities provide opportunity for students to acquire global competencies.

The Centre for Research (established in 2014), actively promotes research among staff and students through workshops, special lectures, research projects and publications. Seed grants are given to faculty and students to facilitate research.. 'Eleanor' the multidisciplinary,blind peer reviewed journal was

launched in 2016,

The career guidance cell organises career counselling workshops on online testing, soft skills and employability to facilitate campus placements. MOUs with industries, research institutes and laboratories have facilitated internships, service learning and skill training.

The extension activity units are involved in projects like 'Tangled', a hair donation drive for cancer survivors, 'Eudora', a campaign for breast cancer survivors and a campaign to provide prosthetic limbs in addition to other community outreach programs of the college.

The Deans of the Centres for Women's Studies and environmental studies and the Coordinator for International Programs are newly instituted administrative leadership roles. A comprehensive IT Policy, Food Policy and Environmental Policy, Code of Ethics in research and policy on consultancy and resource sharing provide guidelines for action.

The evaluation pattern of all programs was streamlined to facilitate electronic storage of the academic record of a student from enrolment to graduation. Under the new Enterprise Resource Planning (ERP) database, students can access their attendance, CIA marks and End Semester marks online. The examination process has also been automated with ERP. Faculty mentors also store advisee details in ERP.

Infrastructure has been enhanced with new classrooms, labs and staff rooms; conference hall, offices and students' recreation centre; Marjorie Sykes conference hall; Elizabeth George board room, Bring your own device classroom (BYOD), hall with teleconferencing facilities and two Language labs; two seminar halls, IT lab, multipurpose hall and studio(Centenary Block). Solar panels and steam kitchen have been set up in the hostels and the canteen has been renovated.

An Environmental audit was conducted in two phases. The first phase involved an environmental footprint study for WCC. The second phase involves strategy planning, development of an environment management system and implementation of measures to minimize carbon footprint.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 19

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	1	3	3

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security- Yes
2. Counselling - Yes
3. Common Room - Yes

Committed to the education and overall growth of women, Women's Christian College makes sure that a conducive environment is provided for the students as well as faculty members.

- Safety & Security: Keeping in mind the safety of the female students present on the campus security guards are posted at every entry and exit point.

- To prevent entry of unauthorized personnel and to monitor visitors on campus a slip is provided to every outsider who enters campus to record details of name, telephone number and purpose of visit, duly signed by the person/Head of the department they have visited and submitted at the exit point.
- Surveilance cameras have been mounted at strategic locations to oversee,   record and hopefully thwart any undesirable activity.

- Resident halls are guarded with heavy grille doors and biometrics enabled entry
- The campus is well lit at night
- Non-resident students and outsiders are not permitted inside the hostel buildings.
- Security is increased on days of intercollegiate programs and other major events on campus and only bonafide.students coming from participating institutions are permitted to enter..
- WCC students are required to submit a gate pass issued by their parent department if they have to leave campus when the academic session is in progress.
- Ragging is strictly prohibited on campus and procedures are in place to prevent ragging and provide redressal if ragging is reported.
- There is an Infirmary with a resident doctor and two qualified nurses during the day time to cater to any medical emergencies. Currently the college has tied up with Apollo Hospitals' 'Apollo Shine' program, which conducts regular medical check-up and also provides medical facility as and when required

Common Room:

- A common room facility located above the canteen premises provides chairs for students to rest and relax and lockers for students to store their belongings.Restrooms are also present within the common room facility.
- Resident students also have common rooms in each hostel where they can socialise, watch TV and relax. The resident halls also have with microwave oven, toaster and electric kettle in the common room.

Counselling:

- 'Vikaas', the counselling centre for students was set up in 1985 to provide counselling services for students in a confidential set up. The goal of Vikaas is to provide students with holistic development through academic, career and personal counselling. 924 students benefitted from the system in 2017-2018. A full time counsellor meets every class at the beginning of the year to gain the confidence of the students and orients students the activities of the centre

- Advisor-Advisee system: Faculty advisors are assigned to a group of around 15 students to counsel them on curricular, co-curricular and personal matters..

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 1

7.1.3.2 Total annual power requirement (in KWH)

Response: 698458

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)
Any additional information	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 4.24

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 14400

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 340000

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)
Any additional information	[View Document](#)

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Waste Management steps including:

Solid waste management:

1. Paper waste:

Used paper from the departments and offices are collected, stored and sold to an agent of ITC who recycles it andcompensates the institution by providing unused recycled paper. In the assessment period college has received paper worth Rs. 49,500/- and received an income of Rs. 31,664/- as cash by this initiative.

2. Food waste :

Food waste from the hostel mess andcanteen is sent to the corporation waste bin for periodical disposal.

3. Vegetable and Fruit waste:

The waste from the food outlets on campus are removed by the service providers and disposed.

4. Sanitary waste:

An incinerator helps dispose such waste.

5. Leaf Litter:

Leaf litter from the campus is used for mulching around tree base to help retain water content and enhance nutrients, or sent to the corporation disposal bins for disposal.A small quantity is sent to the vermicomposting unit.

6. Vermicomposting

Resource Recovery through Vermicomposting began as a United Board sponsored project, in October 2013.Vermicompost is harvested regularly, for use as manure on campus and has also become an income generating project of the Department of Advanced Zoology & Biotechnology, under the Green Box Initiative. Student volunteers and support staff are involved in the maintenance of the project. Approximately 100 kg of yard waste is processed through vermicomposting per semester.

As a result of this initiative, the knowledge on solid waste management gained in the class room, is applied in the maintenance of the vermicompost unit and will hopefully also extend to the homes and neighbourhoods of students..

7. Mixed waste:

Waste collected from the bins outsidethe academic blocks are also sent to the corporation waste bins.

Liquid waste management

- The waste water from the washrooms and toilets is sent into the sewerage pipelines and sent outside the campus into the corporation sewerage lines.

- In the Department of Chemistry, Organic Chemistry practical sessions are carried out at the semi microscale level which has reduced consumption of chemicals to 1/5th of that needed for normal analysis. The most noted hazardous chemical Hydrogen Sulphide gas has been replaced by a solution of Sodium Sulphide in water which serves the intended purpose but is devoid of the unpleasant odour. This step practised since 2013 minimised exposure risk for both students and staff.

E-waste management

The e-waste generated on campus, largely comprising defunct hardware from computers and other related electronic gadgets/ devices (not purchased with UGC funds), are annually collected and disposed. The income generated through this process during the assessment period, Rs1,34,284.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rainwater run-off collection system is as follows:

- Three locations in the Science Block, two locations in the Main Hostel and 1 location in the Garden Hostel has roof and run-off collection system.
- In all the above cases, rain water is allowed to fall to the ground level open drain and percolate. The Garden area roof water is however allowed to pass through a 2 stage pre-treatment, where storm water also gets collected and then connected to an open well (5.75feet diameter and 35 feet depth). Thus, the estimated volume of rainwater collection/percolation is 25.6KL.
- There is also an open well of 5.75 feet diameter and 35 feet depth located at the PG hostel (34 inmates) and the roof water and storm water is allowed to percolate into this well.
- The third open well of 8 feet diameter 35 feet depth (volume equivalent is 48.2KL) caters to a cluster of resident halls is used to collect rain water.
- The total open well volume is (25.6x2+48.2) 99.4 KL.
- A water percolation pit is constructed near the Main Gate to prevent waterlogging and improve the underground water table.

- The Centenary Block has organised "Rain water Down-comers/ Down-spout" – 16 in front of and 10 at the rear.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**

- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Green Practices`

Modes of Transport

- Students and Staff using

1. Bicycles (0.2%)
2. Public Transport (45.2%)
3. Pedestrian Friendly Roads (5.4%)

- Plastic free campus

Campus is yet to be declared 'Plastic free'.Efforts are on to reduce its usage and plastic straw, styrofoam plates and cups are banned on campus.

- Kabadiwala Connect: is an initiative whereby recyclable plastic wastes generated on campus is dropped inside two Smart Bins developed by the Chennai based NGO.
- Paperless office

Initiatives to reduce use of paper

- Admission is online reducing paper used for printing prospectus, and application forms.
- Student Permission slips and Faculty circulars are sent through e-messages.
- Students are encouraged to make online submissions and e-platforms are used for interactions between students and faculty.
- Attendance is posted online from 2012 and entry of continuous assessment marks is done online from 2017, through Intranet service.
- An official email Id is created for faculty and they are encouraged to use it for all official purposes.
- An Autolib Integrated Library Management Software, in the Information Resource Centre eliminates paper usage in issuing and receiving books.
- Student entry and exit into the IRC, is through a Gate Register using barcode enabled ID cards.
- Course and Faculty evaluation by students at the end of every semester is made online from April 2017.
- Data of students (advisee) is stored online by the advisor (faculty) from 2018
- Digital payment is recommended for all official purposes.

- Green landscaping with trees and plants

The institution takes pride in its green cover and takes efforts to preserve them.

- The Institution has a team of gardeners who take care of the periodic manuring, and pruning. Efforts are also regularly taken to replace fallen or dead trees on campus.

Tree planting is an on-going process on campus to enhance greenery.

- In 2017-2018, 25 trees were planted in collaboration with Roamsoft Technologies. -7th March 2018
- An Orchard was started on campus, on 15th of August 2017. Pomegranates, Guava and Chinese Cherries have started bearing fruit.
- Efforts were taken to rehabilitate uprooted trees, during *Vardah.* Those trees have revived and are putting forth fresh shoots. In the same year, 11 more trees were planted in collaboration with the US Embassy - 22nd February 2017
- Trees were planted the same year sponsored by Indian Bank. – 18th August 2016
- A tree planting drive was organised to commemorate the centenary of the institution (2015 July-2016 July), and 100 trees were planted on campus.
- In February 2014 the Government of Tamil Nadu as part of its celebration of the Chief Minister Dr. J Jayalalitha's Birthday planted a few saplings on campus

- Water Conservation

- Water percolation pit is constructed near the Main Gate to prevent waterlogging and improve the underground water table.
- Rainwater harvesting is done.

Energy Conservation

- LED bulbs are installed in our new buildings and they have replaced many of the conventional lighting in the old buildings.
- Solar street lights have been installed
- Installation of a Steam kitchen to improve energy efficiency.

File Description	Document
Any additional information	[View Document](#)

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.32

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
7.4063	9.1738	2.0834	0.96442	1.3606

File Description	Document
Green audit report	[View Document](#)
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)
Any additional information	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
link to photos and videos of facilities for Divyangjan	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 71

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	15	15	13	13

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 46

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	8	10	9	7

File Description	Document
Report of the event	View Document

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	[View Document](#)

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	[View Document](#)

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 17

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	3	3	4

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Institution organizes national festivals and birth / death anniversaries of the great Indian personalities.

YES

True to its vision, Women's Christian college encourages and cultivates the national spirit in its students. The college celebrates the Independence day every year, the NCC cadets leading the celebrations. The 70th Independence day was celebrated in an elaborate manner, with week long competitions. Students were encouraged to send greeting cards to appreciate and encourage the brave hearts guarding our frontiers, for the sacrifices they are making towards the security of the nation. The National anthem is sung at the conclusion of all major events. Talks and competitions are organized to commemorate the contributions of our of National and state heroes like Mahatma Gandhi, the Father of our nation, Lokmanya Bala Gangadhar Tilak, freedom fighter, APJ Abdul Kalam, the Peoples President, Kamaraj and MG Ramachandran,former Chief ministers of Tamil Nadu,. The College also celebrates the Martyrs day and Flag day to instill the spirit of patriotism in the student community.

Days of national significance like Constitution day, Voters day, Anti corruption day are observed. Students are made to take oath on these days to rededicate themselves to safeguard the provision of our constitution, exercise their right to vote and to build a corruption free India. These kindle a spirit of nationalism in our students and also mould them to be good citizens of the future. The vigilance awareness week is commemorated with essay competition on the slogan of the year to help students visualize and dream of a corruption free India.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution maintains complete transparency in its financial, academic, administrative and auxiliary

functions

YES

Complete transparency is maintained in financial, academic, administrative and auxillary functions.

Financial: Internal and External audit is conducted on an annual basis. Audited statement of accounts is placed before the Governing Board of the college which has representation from the UGC, University of Madras and the state education department Joint Director of collegiate Education.

Academic:

- Admissions are made online starting from sale and receipt of application to the selection process, display of admission lists on the website along with cut off marks.
- Attendance of students is posted online for student and parents to view
- Faculty discuss the answer to the CA test questions, for students to check the pattern of marking
- Continuous assessment marks are also posted online for student to verify
- Students are given a provision to apply for revaluation of their End of Semester Exam papers

Administrative:

- Administration is decentralised with roles and responsibilities specified to every member of the Administrative team spear headed by the Principal and includes the Vice Principal, Bursar, COE, Deans, coordinators and PRO
- Decisions taken by the Staff Body during the Staff Council is presented to the Executive Board for approval
- A vibrant Student Senate liaisons between the student body and the administrative team

Auxillary:

- Grievance redressal committee has been set up, to handle grievances of faculty, staff and students
- An Ethical Committee monitors, all research activity pertaining to clinical trials and interventions involving human and animal participants on campus

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice 1

 1. Title of the Practice

Upcycling –The use of salvaged timber from fallen trees and steel from renovated buildings on campus to furnish the academic/ residential/ administrative blocks.

2. Objectives of the Practice

Upcycling is better described as creative reuse. The goal is to prevent wasting potentially useful materials generated on campus, reducing purchase and consumption of new raw materials. It is the art of turning old/leftover materials into value added products.

Upcycling becomes dually important because

- It reduces the amount of waste produced
- It reduces the need for virgin material for newer generations of products

This is an environment friendly, sustainable practice, that is cost effective and has helped the college cut down on expenses in furniture purchase and design to the tune of lakhs over the last few years.

3. The Context

The process itself can be time consuming and laborious and may require an Upcycling Unit of some kind and people with the knowhow, for effective implementation. That challenge has been overcome by the institution. Having an in-house work force for upcycling resources on campus is a unique feature in WCC and is a challenge that the institution has admirably taken in its stride. A workshop on campus with the necessary implements, experts with an eye for design and a skilled workforce are some of the highlights of this arrangement.

4. The Practice

Academics and extracurricular activities are not the only areas of focus in WCC. A holistic approach in higher education is what the institution works towards, thus making a responsible citizen of every student who passes through its portals.

Environmental Stewardship is something that the college firmly believes in. Whether protecting and replenishing its natural resources by planting more trees, rainwater harvesting systems, or reducing the waste generated on campus by recycling in the form of vermicomposting or building bottle benches, or as in this case, upcycling salvaged timber and steel from campus into furniture and other utility/aesthetic products, the institution has always been an exemplary model of a community that believes in being responsible for and conscious of its environment.

Upcycling of salvaged wood and steel from campus is an initiative that has resulted in the completion of around 260 pieces of furniture/ aesthetic and utility items that are used in various academic and residential blocks.

The only drawback/limitation in this initiative perhaps is the time taken for processing the timber/ steel and for completing the intended product.

These are some of the finished products that have emerged from this initiative.

- Wood from fallen *Samanea saman* on campus were used to make student chairs with writing pads (Florence Theophilus Block), chairs and tables for teachers, platforms in classrooms at the Centenary Block, podium for the chapel, and partitions that are used in the Marjorie Sykes

Conference Room and one of the hostels (Coon Hostel).

- Wood from the *Thespesia populnea* has been made into the two elegant almirahs that now grace the Staff Lounge.
- The *Millingtonia* and *Tabebuia* are some of the other trees whose wood has been put to good use in the form of chairs and teapoys. The chairs in the Elizabeth George Conference Room are of the wood from the *Millingtonia* on campus.
- The inner framework reapers taken from the Auditorium were crafted into Chapel benches, lampshades, frames for mosquito nets to be used in one of the hostels, and a stand that is used in the fabric dyeing unit of the Department of Chemistry.
- MS (Mild Steel) flats recovered from the Science Block ceiling have been used for making grills in the hostel and the framework required for the Shade House, (Department of Plant Biology and Plant Biotechnology).

5. Evidence of Success

This initiative has resulted in the reduction of the waste disposed. We have moved on from reducing, reusing, recycling to upcycling which has helped in promoting a regenerative design culture where the end products are cleaner, healthier and have better value than the original material.

This practice showcases the ability of the institution to put to good use, resources available on campus be it raw materials or manpower and its unflinching efforts towards fostering a culture of being a community of environmentally conscious people.

An initiative of this kind will go a long way in making a success of the efforts taken by the institution towards ensuring carbon neutrality. At a time when issues like global warming and deforestation are being discussed with great concern across the globe, this practice in WCC can be seen as a trailblazer of sorts. Not only has the institution retained and nurtured its green cover zealously over the past century, it has also put in place initiatives that foster a culture of regeneration and sustainability.

Last but not the least, this practice is also a cost effective way of designing and procuring appropriate, sometimes even unique articles/products for furnishing the buildings on campus.

6. Problems Encountered and Resources Required

Establishing a workshop/ recycle unit, lack of space and employing skilled manpower are potential problems that can hinder the effective implementation of this practice. In WCC, however, all three hurdles have been smoothly overcome and the practice has been carried out effectively over the last few years.

The only exception, perhaps, was during the onslaught of Vardah in December 2016, when the cyclonic storm had wreaked havoc on campus leaving in its trail fallen trees, branches and debris everywhere. Even in the face of this crisis the college community, swung into action. Within a very short span of time the campus was cleared of the fallen trees and branches. Each one of them was stacked neatly in unobtrusive corners on campus and most of them are already being upcycled into functional finished products.

7. Notes

Upcycling is a practice that is restorative and regenerative and can lead to the fostering of an environment conscious community that works towards sustainability and development in a disturbing global scenario

where wasting resources has become a reality.

As an institution that believes in the motto 'Lighted to Lighten', it is yet another step that WCC has taken in the recent past to make its mark on the community and the environment by playing the role of a corporate body that is conscious of adopting cost effective methods of meeting requirements wherever possible, while remaining conscious of and upholding its commitment to its self-imposed responsibility of environmental stewardship.

Other institutions of higher education may do well to emulate its example as the need of the hour is to put into practice measures and initiatives that will make a responsible individual of every student who passes through their portals.

Best Practice 2

1. Title of the Practice

Proficiency Based English for Communication Skills Course offered in four levels

2. Objectives of the Practice

The Department of English has been offering a unique, level based Foundation English Course, for learners with varying proficiency levels. Its objectives are

- Shift from following a content based approach to a skill based one
- Equip the student with the skills required for effective communication and employment, on graduation.
- Consideration of the different proficiency levels of the learners
- Develop their skills in homogenous groups, through an outcome based module
- Bridge the gap between the rote learning, content based approach encouraged in schools and the competence based, outcome oriented training provided in college.

3. The Context

The Course was designed keeping in mind the spectrum of student competencies ranging from those proficient enough in the language skilled at creative/ journalistic/ academic writing and communication to others from regional medium of instruction for whom framing simple sentences in English pose a problem.

Learners are divided into different proficiency levels based on diagnostic tests. A syllabus for every semester in each level is framed using a task based framework that will help training in required skill sets in gradual progression. Conventional content based text books were done away with and a three-level **General English** Course, Courses I, II and III was launched, with Course III intended for learners Proficient in English. Material production, therefore, was another challenge faced by the faculty. This initiative evolved over the years and is now a four-level **English for Communication Skills** course, offered at the Advanced, Intermediate, Basic and Fundamental levels.

The faculty of the department was put through sufficient training before implementing this course, with inputs and guidance from academic experts at EFLU, Hyderabad.

4. The Practice

Taking on an experimental learning endeavor of this kind was a ground breaking effort on the part of WCC at a time when conventional pedagogical methods were still being followed in many other institutions of higher education across the State. This Course, which can be considered a pioneering effort by the Department of English, was launched with the aim of training students in effective communication skills and to equip them with the competence required to face the demands of societal roles and the challenges of the workplace.

This is a brief overview of the Course. At the entry level, the learners are put through a series of diagnostic tests and writing tasks to assess their competence in the language. Based on this assessment, they are placed in the level that is best suited for them. This may not necessarily be the case for the entire course, spanning four semesters. Upward mobility is possible between levels. At the end of two semesters the learner may, depending on her performance, be able to move up to the next level for the subsequent semesters.

The Course is designed in such a way that the four skills required for language learning – listening, speaking, reading and writing (LSRW) – are incorporated into the curriculum. This Course is further enhanced and complemented by a two-semester Skill Based Course offered by the department (also in four levels) on English usage and spoken & presentation skills. In both courses, each level has a syllabus for every semester. Over a period of four semesters, therefore, this amounts to twenty-four independent language training modules offered by the Department of English for students pursuing their undergraduate study.

The Course has been welcomed and put to good use by the students who are the primary stakeholders benefitting from this practice. The two language labs have also helped in enhancing the learning experience.

Periodic revisions have been made in the curriculum based on the feedback received from students. This is in addition to the inputs from members on the Department's Board of Studies which includes (besides student representatives and the faculty) academicians/ subject experts, representatives from industry and alumnae of the Department.

As a Course that is designed on the principles of relevance and functionality, its aim was and continues to be bringing about tangible outcomes in terms of learner progression, personality development and employability.

5. Evidence of Success

Besides employment statistics and the number of students pursuing higher studies within the country and abroad, other indicators of the success include positive student feedback received at the institutional level during the Academic Council and Board of Studies meetings.

This Course aims to rise up to the challenges and demands of the contemporary world. It attempts to address the language needs of the learner in order to equip them for employment, social interaction and the

roles they will take on in the various spheres of life.

This approach falls within an international frame of reference for language learning, teaching and assessment. Be it the British Council and its CELTA course for teaching English as a foreign language or CEFR(Common European Framework of Reference) designed by Cambridge English Language Assessment, or the eligibility tests for studying/working abroad such as the IELTS, each one of them follows this competency based approach.

Some institutions in the city, which have experimented with this system t have given up this approach and moved on to conventional methods again. However at WCC, this pedagogy has been an effective and sustainable practice.

6. Problems Encountered and Resources Required

The Course has been effective over the years because of the methodology adopted. One of the recent challenges faced in running of this Course, however, is dealing with the large number of students in every class. Though the Department has taken this challenge in its stride, a more realistic teacher student ratio in any institution of higher education will in fact go a long way in enhancing the success of such courses.

Bridging the gap between learner competence/requirements and expected outcomes is and will continue to be a challenge as long as the methodology adopted in schools remains unchanged. It is becoming increasingly important to train the student in the skills required to meet the challenges outside the institution. A shift from a content oriented approach to a skill based one will make the transition to higher education and employment less daunting for the student.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

In its journey of more than a century, Women's Christian College has always been steadfast in its commitment towards women's education. Guided by the motto of the college, "Lighted to Lighten", the College moves forward never compromising on the high standard it has set for itself. It works with the noble aim of liberating and enlightening young minds to drive away the darkness of ignorance, firmly believing in the redemptive power of education. The syllabus and curriculum that are periodically revised reflects the thrust on socially relevant education, designed with the holistic development of students in mind. The student wellness programmes and all other activities all pave way for the students' understanding of the society and their role in it.

The college takes various measures to make the atmosphere conducive and comfortable for learning, as evident from the well-designed infrastructure and various other facilities that are made available to students. Faculty members are trained to not only oversee the students' progress in academics , but also to cater to their overall well- being. Any new development or change made in the college is made keeping in mind the student's wellness and ease. The vibrant student counselling centre 'Vikaas', a unique initiative of the college, could be termed as one of the best practises of the college, which speaks for the vision of the college. The centre has made remarkable changes in the campus life as it helps the students in overcoming personal issues to mould themselves into successful individuals. The college has been effective in presenting a positive image of student life and it is well echoed in the demand for seats every academic year.

As an institution which believes in Christian values of benevolence and service, the college management distributes huge sum of scholarships every year to under privileged and deserving students. The college never hesitates to assist a deserving student and takes all necessary steps to help them develop a career. Faculty members take utmost care in handling students and show immense interest in developing a good future for their students.

WCC, offers students avenues to venture out and discover their passion, thus helping them to excel in a field of their choice. The list of distinguished alumnae in the fields of academics, administration, arts, Business, film industry, health and allied sciences, IAS,IFS, IPS, legal, Literature and Journalism, Pilots, Politics, Scientists, Social Work, and sports as reported in the website(https://wcc.edu.in/distinguished-alumnae/) stands testimony to the opportunities college offers for an all-round development.

5. CONCLUSION

Additional Information :

Healthy Practices

The student community is a kaleidoscope of different faiths, communities and economic statuses drawn from different regions of the country and from across its borders. They blend to contribute to the heterogeneity of the community and use their talents and skills in various activities – curricular, co-curricular and extra-curricular.

The Annual College Play, a professional theatrical production by students offers them unique, participatory experiences in acquiring dramatic and organizational skills. Vikaas, the Student Counseling Center facilitates optimal functioning by helping students deal with academic and personal difficulties. Nalam is a Counselling centre instituted with CPE funding.

The Internal Quality Assurance Cell has evolved effectively to a body that monitors and nurtures the quantum and value of research and consultancy of faculty and students. Capacity-building is the thrust of the Cell which is evinced in various activities such as Faculty Development Programmes which include conferences/seminars organized, exchange programmes, leadership development workshops and faculty research projects. The research projects and the numerous workshops, seminars and conferences organized by the departments have enabled the college to keep abreast of the recent advances in education in all disciplines. Periodic Academic Audit, a vital exercise is currently the focus of the Cell.

Concluding Remarks :

Innovative strategies in teaching, pioneering research, updated technologies and trailblazing links forged with the industry have sharpened the acumen of the academic community. This multi- pronged effort has succeeded in making Women's Christian College, a landmark in Women's Education. The college has carved a niche for itself in higher education and will forge ahead towards newer benchmarks. The focus on the mission and vision has remained constant due to the concerted efforts of all stake-holders, thus ensuring that Women's Christian College continues to be a vibrant forerunner in the field of education.