



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	Women's Christian College
• Name of the Head of the institution	Dr Lilian I Jasper
• Designation	Principal and Secretary
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	04428275926
• Alternate phone No.	04428276798
• Mobile No. (Principal)	9382171081
• Registered e-mail ID (Principal)	principal@wcc.edu.in
• Address	Women's Christian College
• City/Town	Chennai
• State/UT	Tamil Nadu
• Pin Code	600006
2.Institutional status	
• Autonomous Status (Provide the date of conferment of Autonomy)	17/10/1981
• Type of Institution	Women
• Location	Urban

• Financial Status	Grants-in aid				
• Name of the IQAC Co-ordinator/Director	Dr Shoba Leslie				
• Phone No.	04428275926				
• Mobile No:	09444712469				
• IQAC e-mail ID	iqac.wccchennai@gmail.com				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://wcc.edu.in/wp-content/uploads/2021/06/AQAR-Report-2019-20.pdf				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://wcc.edu.in/wp-content/uploads/AQAR2020-21/Academic-Schedule-and-calendar-2020-21.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	Nil	NIL	1999	09/01/1999	08/01/2004
Cycle 2	A	NIL	2005	20/05/2005	19/05/2012
Cycle 3	A	3.43	2012	21/04/2012	20/04/2019
Cycle 4	A+	3.35	2019	15/07/2019	14/07/2024
6.Date of Establishment of IQAC			02/08/2004		
7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?					
Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount	
Institution	CPE	UGC	01/04/2016	12000000	
8.Provide details regarding the composition of the IQAC:					
• Upload the latest notification regarding the	View File				

composition of the IQAC by the HEI		
9.No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
10.Did IQAC receive funding from any funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
* Faculty Development Programs on the topics "Academic Assessment Using Google Forms", "Online Teaching and Assessment Tools", "MOODLE Management System" were organized to facilitate online teaching and Assessment.		
* Implemented Learning Outcome-based Curriculum Framework (LOCF), Formulated POs(UG and PG Degrees, PSOs, COs for all the courses, Assessment done to achieve stated objectives and outcomes, and Course Attainment calculated for UG and PG courses of 2020 batch.		
* E-content modules/videos developed by faculty and uploaded on YouTube by the institution.		
* Preparation of Policies, Roles, and Standard Operating Procedures Manual for all the functional administrative departments.		
* Conduct of Annual Internal Academic and Administrative Audit and Participation in NIRF and India Today Institutional Ranking		
12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:		

Plan of Action	Achievements/Outcomes
<p>Implementation of Learning Outcomes based Curriculum Framework</p>	<p>* A virtual FDP on "Outcome Based Education-Design & Implementation" was conducted. * Curriculum revision has been done based on Learning Outcome Based Curriculum Framework (LOCF) for 2021 batch students. * Amendments have been made in the Program Outcomes (POs), Program Specific Outcomes (PSOs). Mapping of COs with POs/PSOs * CO attainment for 2020 batch calculated .</p>
<p>To offer Value added/ Certificate courses that would enhance the skills of the students</p>	<p>1. Certificate Value added course offered by MA HRM - HR Analytics, Payroll & Statutory Compliance 2. Introduction to Dyslexia and Remedial teaching methods - Certificate Course offered by the Department of Psychology- Shift II 3. Certificate Courses in German and Spanish 4. Online Course on Introduction To Art Therapy</p>
<p>To Facilitate the creation of a learner-centric environment by enhancing the usage of ICT tools in teaching learning and evaluation process</p>	<p>* Faculty Development programs have been conducted on the topics "Online Teaching and Assessment Tools", "Academic Assessment Using Google Forms". * Encouraged E-learning through Swayam e-learning platform NPTEL On-line Courses Swayam Certification January - December 2020 Certification Type Count Elite 16 Silver 12 Gold 4 Completed 6 Topper 3 Mentor 2 FDP Certificate 3 January - April 2021 till date Enrollment 1271 Registration for exam 70 January - April 2021 till date Enrollment 785 Registration for exam 26</p>

<p>To encourage development of e-content/online courseware by faculty for courses taught</p>	<p>92 E-content modules/Videos developed by the faculty are uploaded in the institutional YouTube Channel</p>
<p>To increase the awards received by Faculty members</p>	<p>1. Dr Jeyasanthi, Associate Professor - * Perasiriyar Semmal Award - 2020 * Kalam ArivuMaamani Award * Perasiriyar Sigaram Award - 2020 2. Dr Stella Parvatham, Assistant Professor - * PerasiriyarEmayam Award - 2020 3. Dr Esther Arul Mary, Assistant Professor - * KalviRathna Award * Nallaasiriyar Maamani Award * Bharathi Mani Award</p>
<p>To enhance the research culture on campus by obtaining Patents, Research Projects</p>	<p>* Seven Faculty received their Doctoral Degrees * Publications In UGC CARE journals - 78 * Books and chapters in edited volumes / books : 18 * An FDP on</p>
<p>Incubation and Innovation Cell: To initiate and strengthen the activities of the cell</p>	<p>* Innovation Club has conducted 2 workshop and 3webinars and E-cell has conducted 16 webinars and a Business plan competition * Celebrated innovation day on 10th October 2020. * Idea Generation competition was conducted * Rural Entrepreneurship development cell has started functioning in our campus from October 2020. * WCC National Institution startup policy has been framed. As a part of this policy the departments have been asked include one unit on IPR/ Entrepreneurship in their curriculum * Atal Ranking of Institution Innovation Achievements data has been uploaded * Institution's Innovation Council had received 4.5/5 stars for the year 19-20.</p>

	This information was received in October 2020
Consultancy	1. Through Nalam Psychological Counselling Centre Telephonic counselling offered to the public 2. Dr Jasmine Jennifer from the department of Home Science did a series of program on Nutrition "UnnaveMarundhu" in Nambikai TV.
Linkages with other Institutions/Industries	1. Madras Literary Society 2. World Vision, Chennai 3. The New Indian Express, Chennai 4. International Justice Mission, Chennai 5. Teach for India, Chennai 6. JCK group of companies 7. Digiplus pvt ltd, Kolkata 8. Shens Speciality Hospital, Chennai 9. Fortis Healthcare. 10. TTK Healthcare 11. Synergy Maritime Private Limited 12. Sri Ramachandra Institute of Higher Education and Research 13. Biozone Research Technologies Pvt. Ltd 14. CapStone Mark 15. National Institute of Advance Studies 16. Amity soft Technologies. Pvt. Ltd 17. DLK Technologies. Pvt. Ltd
MOUs signed- Active Institution and department MOUs	1. Liverpool Hope University, UK 2. ICT Academy of Tamil Nadu 3. Letourneau University, Texas 4. Concordia College, US 5. Binary University, Malaysia 6. National Taiwan University of Science and Technology, Taipei (PG Chemistry) 7. eNTrust Pvt Ltd (CSC shift I) 8. ICT Academy of Tamil Nadu (Computer Science Depts) 9. Floranix, Adyar Chennai (PG Physics) 10. INaWORD (Languages) 11. Synthia Research Labs Private Ltd, Pondicherry 12. Tamil Nadu Science and

	Technology Centre, 13. Talking Yak English Learning Private Limited 14. Karadi Path Education Company
<p>Extension Activities: To strengthen Extension activities/Outreach programmes by increasing linkages and collaborations with the Industry/NGOs/Government.</p>	<p>* All the clubs were active throughout the academic year and conducted nearly 350 online and offline events such as workshops, webinars, panel discussions, documentary screenings, online quizzes, poster making competitions, poetry competition, singing competition, photography contest, etc to educate and discover the talents and skills of students * Collaborated with NGOs to provide Tele-counselling for Covid'19 patients with Greater Chennai Corporation and Chennai Volunteers * Virtual visit to the home for HIV positive children at Shelter Home & Anbagam, * Donation of masks to Children's hospital, * Helping school children with spoken English through tele-calling Highlights: * The Rotaract club of WCC won the best presentation award for the year at the district level. * The Young Indians club of WCC was awarded for conducting more number events and the most self-sustained college at the regional level. * Arpitha Muralidharan from II Psychology won the All-India Best Cadet-Senior Wing Navy at the Republic Day Camp 2021. She was awarded with the coveted baton and gold medal by the Hon. Prime minister of India.</p>
Enhance activities of the Centre	* Awareness on Alcohol, Drug

for Women's Studies	<p>addiction & Capacity building Webinar series TTK Hospital counselors * Logo contest for Centre for Women's Studies * Digital Youth Summit - My Voice our Future organised by Department of Commerce * Women's Narratives: Facing the Blank Page -Webinar jointly organized with IRC Resource Person - Cynthia Chirinda. Author, Zimbabwe * Debate -Title "Is Liberation of women leading them to success or failure jointly organized with Department of Tamil</p>
Green Initiatives - Eco club and CES	<p>* Framed the proposal for SWACHHTA ACTION PLAN (SAP) and submitted to the MoEon 29th Aug and through this Women's Christian College is now a recognized Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution * Two National level online programs, A Quiz towards celebrating World Environment Day 2020 on the theme Time for Nature and a workshop on The Nutrition Powerhouse - Microgreens in collaboration with OISCA Women's Chapter, Chennai were organized * An interactive session for students highlighting the Importance of Solid Waste Management was organized * Celebrated Wildlife Week 2020. * Organized a trip to Parambikulam for a Faculty Development Program on the theme "Enhancing Environmental Awareness: Parambikulam and its Sustainable Eco-Tourism</p>
Faculty Development Programs and	* New Faculty Orientation

workshops by IQAC

Programme by the IQAC was organized for the newly appointed faculty on October 29th 2020. Workshop on Student Centric Learning methodologies was also conducted * Online FDP on "Innovation and research Opportunities for Faculty in the New Normal" organized by Research and Development Cell in association with IQAC on 5th June 2020 * Online FDP on "Online Teaching and Assessment Tools" conducted by the Department of Computer Applications in Collaborations with IQAC on 6th July 2020 * Online FDP on "Academic Assessment Using Google Forms" conducted by the CST and IT Departments in association with IQAC on 7th September 2020 * IQAC and COE organized an Online FDP "Outcome Based Education- Design & Implementation" on 25th & 27th August 2020. * Online FDP "Optimizing Student Test taking from Home" organized by Department of Commerce (General) in association with IQAC on 12th September 2020 * Virtual FDP on 'E-Books and E-Journals: An Effective Tools for Teaching and Learning' was Organized on 25/11/20 by the Information Resource Centre in association with IQAC * "Moodle Management System" organized on 11th and 12th January, 2021 (IQAC & Department of Computer Science) * FDP Enhancing Environmental Awareness: Parambikulam and its Sustainable Eco-Tourism (CES & IQAC) February 13 & 14, 2021

Developmental Programmes

1. "First-aid Awareness Program

organized by the IQAC	on 5th March, 2021 for teaching, Non-teaching and Maintenance staff 2. "Advanced Excel" on 10th , 11th and 15th March 2021 for Non-teaching faculty(CST,IT & IQAC) 3. "Inform, Transform, Perform: Work and People Management" for the Admin faculty on 10th March, 2021 (HR Office and IQAC)				
Other Initiatives by IQAC	<ol style="list-style-type: none"> 1. Coordinating the implementation and CO attainment of OBE for 2020 batch students. Amendments made in POs and PSOs 2. Preparation of Standard Operating Procedures Manual-Phase I 3.. Coordinating E-Content development by Faculty members 4.Feedbacks obtained from Students, Parents, Employers. 5. Academic and Administrative Audit in process and will be completed in May 6. Submission of AQAR 20-21 to NAAC done in May 2021 				
Infrastructure and Facilities added on Campus	<ol style="list-style-type: none"> 1.Pavers 2.Arrowsmith Indoor Sports Training Facility 3. Buck Physical Education Building 4. Wi-Fi faculties enhanced 				
13.Was the AQAR placed before the statutory body?	Yes				
<ul style="list-style-type: none"> • Name of the statutory body 					
<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="89 1715 780 1787">Name of the statutory body</th> <th data-bbox="783 1715 1476 1787">Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="89 1787 780 1899">Staff Council Meeting and IQAC Meeting</td> <td data-bbox="783 1787 1476 1899">21/03/2022</td> </tr> </tbody> </table>	Name of the statutory body	Date of meeting(s)	Staff Council Meeting and IQAC Meeting	21/03/2022	
Name of the statutory body	Date of meeting(s)				
Staff Council Meeting and IQAC Meeting	21/03/2022				
14.Was the institutional data submitted to AISHE ?	No				

• Year	
Year	Date of Submission
26/02/2022	26/02/2022
15.Multidisciplinary / interdisciplinary	
16.Academic bank of credits (ABC):	
17.Skill development:	
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):	
20.Distance education/online education:	

Extended Profile

1.Programme

1.1 44

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 4354

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2

1506

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3

4304

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1

717

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2

183

Number of full-time teachers during the year:

Extended Profile

1. Programme

1.1 44

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2. Student

2.1 4354

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2 1506

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 4304

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3. Academic

3.1 717

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2	183
Number of full-time teachers during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
3.3	180
Number of sanctioned posts for the year:	
4.Institution	
4.1	701
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
4.2	91
Total number of Classrooms and Seminar halls	
4.3	731
Total number of computers on campus for academic purposes	
4.4	1141.51
Total expenditure, excluding salary, during the year (INR in Lakhs):	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

The curriculum developed and implemented for programs is designed in such a way that it caters to local, national, regional, and global development needs. The PSOs and COs are framed in alignment with the UG/PG degree POs framed. There is a regular revision of the curriculum keeping in mind the needs at the various levels mentioned above. The inputs from Industry experts, academicians, alumna, and students are taken into consideration to frame and

update the syllabus. The entire process is student-centric to enable them to develop into responsible citizens with relevant and appropriate knowledge in their respective fields. It is also designed to inculcate in them an ethical approach to their profession and to be sensitive to the needs of society. The courses train them to apply their knowledge to solve the issues that arise in their workplaces. Critical thinking and problem-solving are part of their courses and this sharpens their skills to be industry fit. The curriculum also enables students to be good team players. This enhances their personality and develops them into good leaders. Every course, therefore, has been framed with the basic objective of attaining the outcomes mentioned in the POs of the college.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://wcc.edu.in/wp-content/uploads/AOAR-2020-21/C1/1.1.1-Additional-document.pdf

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

41

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

179

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

49

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

46

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

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

The institution has been sensitive to the growing needs of the

community and accordingly cross cutting issues have been incorporated into the curriculum. There are general courses like environmental studies for all the first year UG students to create an awareness and inculcate in them a sense of responsible stewardship towards the environment. Activities are given in such a way that students are involved in preserving the environment. Throughout the three years of their undergraduate studies and also during their PG courses studies do course on social ethics and scripture .Human values are fostered through these courses. There are also papers on Gender economics to promote gender studies

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

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

5

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

195

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

898

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni **A. All 4 of the above**

File Description	Documents
Provide the URL for stakeholders' feedback report	https://wcc.edu.in/stakeholders-feedback-report/
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following **A. Feedback collected, analysed and action taken made available on the website**

File Description	Documents
Provide URL for stakeholders' feedback report	https://wcc.edu.in/stakeholders-feedback-report/
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

1634

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

1502

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

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

- Research Fellowships for summer programmes with renowned educational and scientific institutions.
- Encouraged to apply for research fellowships granted by national funding agencies and international scholarships.
- Advanced learners are motivated to frame the course content for a topic of their interest related to the Core discipline for the Learner Designed Course for extra credits.
- Paper presentation at regional and national level workshops/symposiums and conferences
- Recognition through the award of prizes.
- Advanced learners are encouraged to register for Online MOOC courses and also courses offered by International Universities and earn e-certificates after successful completion.
- Hands-on Micro projects such as research, case studies, or real-life activities.
- Solving additional problems at advanced levels
- Represent the college in inter-collegiate events/Youth festivals at state and national levels.
- Training for UGC NET/GATE and other Civil services

competitive examinations.

Advanced learners are also encouraged to register for Online MOOC courses and also courses offered by International Universities and earn e-certificates after successful completion.

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

- Additional coaching after college hours is provided to bring slow learners on par with the course requirement. During the academic year 2020-21, the departments have conducted online coaching/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.
- Provide Individualized Learning Materials(Audio and Visual Materials)

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C2/2.2.1-Additional-Information.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/08/2020	4361	189

File Description	Documents
Upload any additional information	View File

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:

At WCC, the teaching-learning process has always been driven by the objective of making the process meaningful and relevant in the current context. 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 PowerPoint presentations in the social sciences, arts disciplines.

Some of the innovative teaching methodologies adopted by our faculty to challenge and engage students are given below:

- MOOC modules have been introduced for all the courses facilitated by MOOC videos such as SWAYAM-NPTEL, National Digital Library.
- Learner designed Self-study course
- Usage of ICT resources for effective teaching-learning using smart boards, Visualizers, and Online resources such as Youtube videos, web portals, tutorials, etc.
- Service-learning that combines learning objectives with community service.
- To demonstrate knowledge skills and abilities, the Roleplay method of teaching is adopted
- Concept delivery using Case study discussions
- Brainstorming sessions that contribute free flow ideas.
- Group discussions, panel discussions, and activities that seeks solutions for a defined problem
- Usage of Geometric models, software tools, Equipment, Structures etc.
- Flipped classroom approach wherein the students are introduced to the content at home using online videos before coming to the class for deeper learning through discussions.
- Journal article discussion
- Mind Mapping strategy
- Student Centric Learning methodologies such as 'Fishbowl', 'Jigsaw', 'Learning how to listen', 'Interviewing a Guest'

have been introduced.

- Crossover teaching methodology wherein the teacher poses a question or a problem to the students to be solved during field trips.
- Project-Based learning
- Analogy-Based learning adopted by the physical Science departments for learning a new domain
- Inquiry-Based learning wherein the students are empowered to explore subjects by asking questions and finding or creating solutions

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C2/2.3.1-Additional-Information.pdf

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

Women's Christian College has been planning on incorporating online teaching-learning even prior to the onset of the pandemic. With this view, several faculty development programs were organized to train and equip faculty members in the use of ICT tools and online teaching resources due to which the entire faculty in our institution use ICT-enabled tools including online resources for effective teaching and learning. The blended mode of teaching-learning process was adopted through the use of various ICT tools such as smart boards; online applications for engaging students such as canva, padlet, jamboard, slido, mentimeter, prezi, vizualizers; online assessment tools and online resources such as Youtube videos, web portals, tutorials, etc. There are ICT-enabled classrooms, seminar halls, and smart classrooms on campus. MOOC component and web references are included in several courses to ensure that all students are introduced to the online course-specific resources available on the Swayam NPTEL which in turn helped in facilitating student-centered learning. The faculty have access to e-journals, N-LIST, Ebscohost, and the National Digital Library of India subscribed by the Information Resource Centre(IRC) to support online teaching and learning. All the above mentioned facilities, resources, and tools have been used to the maximum extent and upgraded to rise up to the challenges of the pandemic.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://wcc.edu.in/institutional-repository/
Upload any additional information	View File

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

2.3.3.1 - Number of mentors

178

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The Academic Calendar at WCC is planned and prepared well before the start of the college year. It includes day orders I to VI in a fifteen-week cycle to have ninety-one working days per semester. It incorporates the required number of teaching hours and days. It sets out the assessment schedule of the 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, and 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. 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. In 2020-21 academic year, we worked for 50 minutes with a break of 5 minutes break in between. The number of days missed was compensated by working for 1 extra hour after the 5th hour. 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 and takes into account the structure of the syllabus of the course. 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. During the academic year 2020-21 due to the pandemic lockdown, there were unexpected changes in the teaching plans scheduled by the faculty at the beginning of the academic year.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

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

184

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

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

105

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

2198

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

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

22

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

NIL

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	No File Uploaded

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

March/April 2021 End Semester Theory Examinations were conducted online from 7th April to 20th April 2021 and the Practical Examinations in the Offline mode in Feb./March 2021.

Creation of Google Class Room (GCR) to conduct exams: Separate GCR's were created using official department mail IDs. Classrooms

were created separately for each regular and arrear paper according to the years. (I Year UG, II Year UG & III Year UG; I Year PG & II Year PG)

Question Papers for ESE Examinations:

Two sets of Question Papers were set by the course teachers and scrutinized by the Heads of Departments. For the first years (2020 -2023 Batch, it was framed based on Outcome Based Education (OBE)

ESE: The question papers were uploaded to the server 10 minutes prior to the scheduled time of ESE and the invigilators were given access to post it in their corresponding GCR. The venue for conducting Shift I & Shift II exams were IT Lab & RMS Commerce Lab respectively.

Valuation: Double Valuation of the answer scripts was done by the course teacher (Paper setter) and internal examiner. The mark entries were done through ERP.

CO attainment

Marks obtained by the students were matched based on the course outcome (CO) to measure CO attainment.

CO attainment calculation helps to identify the courses for which the attainment is below the target level and to improve students' performance in such courses.

CIA: The Continuous Internal Assessment tests were conducted on GCR with the question papers posted by the subject teachers in the GCR on the dates scheduled by the college.

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.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C2/2.5.3-Additional-Information.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

WCC has designed and implemented Learning Outcome-based Curriculum Framework (LOCF) for the 2020 batch of students. The Program Outcomes (POs) for the UG and PG degree were framed by a committee comprising of the IQAC coordinator, Controller of the Examinations, Deans of Academic Affairs, and Heads of all the departments. Guidelines for formulating the PSOs and COs are framed by the IQAC and COE office and communicated to the members of the Curriculum Planning and Development committee who in turn convey the same to the departments. The faculty are also trained to frame COs by conducting FDPs and doubts are clarified as and when needed to ensure that the COs framed is in accordance with the prescribed guidelines. Mapping tables constructed by mapping the COs to the PSOs are also carried out in the same manner. Course outcomes for each course have been stated clearly that describe the ability of the student as a result of learning in terms of knowledge, skills, and values upon completion of the course. Bloom's revised taxonomy has been used to identify verbs to describe students' learning. The COs for each course is communicated by the faculty to the students during the introductory class and it is also displayed on the website along with the student profile for each programme.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://wcc.edu.in/wp-content/uploads/AOAR_2020-21/C2/2.6.1-Additional-Information.pdf

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

- The CO attainment is calculated based on the student assessment in the external marks. The question paper is framed based on Course Outcome along with the corresponding K level mentioned in the syllabus. The assessment summary will be filled by the paper setter which contains the total marks assigned for each course. The total marks obtained for

every student under each CO (CO1, CO2, CO3, CO4, CO5) is recorded and the final marks are calculated by adding all five CO marks. The marks assigned by both the internal and external examiner in the excel sheet designed are used for measuring the CO attainment. The institutional target CO attainment for each course has been set to 50%. The number of students who obtain >50 and <=50 in each CO is estimated. For each course, the level of attainment of each CO is compared with the predefined targets, and if not attained, the course teacher suggests measures for improvement and takes necessary steps to reach the target.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQAR2020-21/C2/2.6.2-Additional-Information.pdf

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

586

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://wcc.edu.in/wp-content/uploads/AQAR2020-21/C2/2.6.3-Annual-Report-University.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://wcc.edu.in/wp-content/uploads/AQAR2020-21/Student->

[Satisfaction-Survey.pdf](#)

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Aims and Objectives of the Centre for Research

- To foster and encourage interest and enthusiasm towards research and development among students and faculty members.
- To encourage research through consultancy, extension and community-based activities.
- To assist students and faculty in applying for research grants and projects from State and National funding agencies.
- To encourage faculty to apply for patents and copyrights.
- To encourage faculty and students to publish research findings/papers in peer reviewed and reputed National and International Journals.
- To enable students and faculty to avail seed grant, and document these reports.
- To conduct FDPs for Faculty and Research scholars on topics pertaining to Research.
- To enable departments to become research departments.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://wcc.edu.in/policies/
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

2

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

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

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

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

20.09

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

1

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C3/3.2.2-Additional-Information.pdf
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

36

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

1

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	http://www.tanscst.nic.in/
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Women's Christian College Institution's Innovation Council was initiated in 2018 with the mission to create an ecosystem for the innovators. It is actively working for the past 3 years in creating awareness about innovation and entrepreneurship, its

impact on society. The three main groups of IIC functions as Innovation Club to promote innovation activity, Entrepreneurship Cell to develop entrepreneurship skill and Rural Entrepreneurship Development (RED) to develop self-employment skill among rural community. IIC has conducted many workshops, competitions and webinars to create awareness on IPR and Startup.

WCC IIC is awarded 4.5 in the 5 point scale for its promotional activity during the year 2019-2020 by Ministry of Education.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AOAR-2020-21/C3/3.3.1-Additional-Information-IIC-Rating-2020-21.pdf

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

19

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

12

File Description	Documents
URL to the research page on HEI website	https://wcc.edu.in/academics/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

87

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

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

23

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C3/3.4.4-Additional-Document.pdf

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

3.4.5.1 - Total number of Citations in Scopus during the year

257

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

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

3.4.6.1 - h-index of Scopus during the year

9

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

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

1.55

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

Rs. 25,648/-

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Extension activities give new and valuable dimension to higher education system and bring academic institutions closer to the society. Foremost emphasis is given on student engagement, service orientation and holistic development of students contributing to the well-being of the young individual and to the development of the society at large. The students imbibe the spirit of volunteering work, get aware of the societal needs and become a part of social transformation. When students conduct awareness programs/campaigns, not only do they create awareness in the general public but they too are sensitized indirectly on the specific issue. Working with diversified general public enables

the students to witness the challenges of the underprivileged people and also equip them communicate, negotiate and unite people of all background. Moreover, they witness change in their attitude/approach, develop new social and professional skills equipping them face the outside world as responsible young women.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C3/3.6.1-Additional-Information.pdf

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

8

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

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

303

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

1459

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

124

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

10

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

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. The quality of the 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
- 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 coordination 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
- Child Development Centre offers psycho-educational services for special children
- E-Learning Room which help students to develop applications

- 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	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AOAR-2020-21/C4/4.1.1-Additional-Information.pdf

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

Department of Physical Education

With an aim to foster overall health among students, Women's Christian College provides various facilities for developing sports and games as well as offers various fitness activities. The college playground covers an area of 4321.5 sq.mt. with facilities to play sports and games.

The newly constructed Arrowsmith Indoor Sports Training Facility with an area measures approximately 826.2 sq.mt. helps to offer training for basketball, volleyball, handball, tennis and badminton players

The Buck memorial block which houses the department of physical education has facilities to play Indoor Sports, to practice yoga and a well maintained fitness center. Facilities in the fitness center are utilized by the staff and students from 7 a.m to 5 p.m.

As a part of the curriculum, physical fitness activities like Aerobics, Yoga, Silambam, Taichi, Karate, Traditional dances, Zumba and general conditioning workouts are designed and offered mandatorily to cater to the individual need and interest of student.

Facilities on campus and the training offered by the coaches equip the players to participate at the zonal, inter zonal, university, district, state and national level tournaments, which in turn helps to bring laurels and honour to the college

Cultural Activities

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
- Gospel Band room

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C4/4.1.2-Additional-Information.pdf

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

91

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR

in Lakhs)

623.71

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource

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

- Name of the ILMS software - AutoLib (Integrated Library Management Software -

Web based Advanced Edition)

- Nature of automation (full or partial) - Fully automated and RFID enabled
- Version - 7.2
- Year of automation - 2002

The Library is fully automated since 2002. AutoLib (Integrated Library Management Software - Web based Advanced Edition) has been installed with the various library modules such as acquisition system, cataloguing system, circulation system, serials control system and OPAC (Online Public Access Catalogue). The library software is integrated with barcode and RFID tags for document transactions. Also, RFID gate installed to enhance the security measures. CCTV cameras are fit in all the areas of the library apart from gate entry monitoring system.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C4/4.2.1-Additional-Information-1.pdf

4.2.2 - Institution has access to the following: A. Any 4 or more of the above

**e-journals e-ShodhSindhu Shodhganga
Membership e-books Databases Remote
access to e-resources**

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

6.8783553

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

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

252

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

Information Technology Policy

Women's Christian College, Chennai has a policy that governs the use, privacy, and security of its computer systems, databases,

networks, and information resources. The users, namely, faculty, administrative staff, and students are required to adhere to the policy relating to ownership, registration of IT resources, unacceptable use, and disposal of e-waste. The primary purpose of IT resources being academic, users are responsible for maintaining the confidentiality of material stored in the devices and must exercise discretion regarding personal use of these resources. WCC reserves the right to audit networks and equipment on a periodic basis to ensure compliance with this policy. Sharing or hosting material that is objectionable or illegal in any form is not permitted and will attract appropriate penalties and initiate disciplinary action or will be referred to cybercrime cell for legal action. Any hardware or software purchased must be registered in the campus asset management system before it becomes functional. Condemned hardware must be checked and approved by authorized technical staff of the college before handing over to certified e-waste recyclers. Users joining the institution will be allotted accounts with unique user IDs and passwords by the System Analyst which will be blocked on leaving the institution.

Wi-Fi Access Points (outdoor units) in 7 buildings (RMS Block, Science Block, Rivett, Mason Block, McDougall Block, Mildred Allen Block, and Centenary Block) in addition to the existing access points and cameras for capturing lectures were installed for almost 200 teachers to use constantly in January & February 2021 for the blended mode of teaching. Wi-Fi credentials have been set for all faculty and students with group policy. Sophos Firewall has been upgraded in March 2021 to secure our unique environment from today's diverse, distributed, and encrypted networks.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR_2020-21/C4/4.3.1-Additional-Info.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
4370	788

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus **A. 50 Mbps**

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: **A. All four of the above**
Facilities available for e-content development
Media Centre
Audio-Visual Centre
Lecture Capturing System (LCS)
Mixing equipments and software for editing

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C4/4.3.4-Additional-Information.pdf
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

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

1141.51

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

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

WCC has well-established procedures and policies for maintaining and utilizing the various facilities and infrastructure on campus. The Building Committee, the Purchase Committee, and the Working Committee constituted by the college management consist of experts who meet periodically to review the need and decisions are taken with respect to the repair and maintenance of infrastructure facilities and services.

The Human Resource Officer and Maintenance Manager appointed by the College is in overall charge of the maintenance of buildings, Classrooms and laboratories.

The Lab assistants and support staff in every department take care of the regular maintenance of laboratories and Classrooms. The general guidelines/procedures, safety precautions to be undertaken, laboratory emergency response procedures and instructions for the students to adhere to during lab sessions are displayed in all the science laboratories. System Technicians are responsible for maintaining the computers, peripherals and accessories in the computer labs, departments and administrative offices of the college.

Classrooms, Auditoriums, and Seminar Halls for effective academic usage are booked through the intranet using the faculty login ID. Registers are maintained for the purpose of recording complaints regarding non-functional facilities, requests for Computer/ Network support, plumbing and carpentry work. The complaints are attended to by the concerned personnel/technician.

The Information resource Centre with an impressive collection of books, online Journals and Scientific periodicals of International repute is completely automated and the routine activities are managed by the Librarians of both the shifts with the help of library support staff. The users must obtain the log-in credentials from the Librarian to access e-resources databases/sites. Library software is used for the stock verification and the report of the lost books is prepared and submitted during the Library Executive Committee Meeting.

The Physical Education department headed by the Physical Directors of both the shifts is responsible for managing the sports field, sports complexes and gymnasium. The outdoor play area for sports is maintained by clearing the grass regularly and by levelling the

play area to avoid injury while playing. The flooring in the indoor sports training centre is made of a slip-free material. Periodic checking and service are done for the wear and tear of the gym equipment and players/users are instructed to wear shoes while doing any activity/workout in the play area/gym. Instructions to the users are displayed in the gymnasium with regard to the usage of various types of equipment in the gym.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C4/4.4.2-Additional-Information.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

605

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

286

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are

A. All of the above

organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

File Description	Documents
Link to Institutional website	https://wcc.edu.in/student-enrichments/
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

1627

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

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

B. Any 3 of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

164

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

506

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

48

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

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

151

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The elected student body of the college- The Student Senate, comprising of about 27 students from both Shift 1 & Shift 2 plays an active role in the governance of the student body and serves as a liaison between the management and the students on campus. They maintain discipline on campus and take an active role in keeping the campus clean. The senate members along with other student representatives spearhead student participation in various cultural and co-curricular activities.

Students' Role in Academic and Administrative bodies

- The Boards of Studies meeting conducted by the departments has student representatives wherein they put forth their suggestions that they have regarding the courses. They also voice their concerns challenges and requirements pertaining to their course at the Academic Council meeting. Thus the students participate in revamping the syllabus and updating them.
- The Department clubs are coordinated by Student Leaders from the department. Internal Quality Assurance Cell (IQAC), Anti-ragging Committee, Grievance Redressal Cell also has student representatives. Student President and Vice-president who are part of the Anti-ragging Committee along with other members of the senate sensitize the students about the

issues pertaining to ragging. Thus they help in maintaining a healthy atmosphere for the new entrants of the College.

- Grievance Redressal Cell and Quality Circles on Canteen and Infrastructure have student representatives who voice their concerns and put forth suggestions on various aspects of student life on campus. Feedback of the students is 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. Appropriate measures are taken based on the suggestions and feedback.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AOAR_2020-21/C5/5.3.2-Additional-Information.pdf

5.3.3 - Number of sports and cultural events / competitions organised by the institution

19

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The institution 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 then Principal of the institution. The Alumnae celebrated their centenary year in 2016-17. The alumnae association of WCC is involved in a number of activities on campus and contributes to the infrastructure requirements and facilitates

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. 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 of the Board of Studies who provide feedback on the curriculum and give suggestions for syllabi revision in the context of contemporary needs. Every year a food fair is organized on campus to raise funds for the Mc Dougall school which is managed by the alumnae association that aids to provide free food and free education for all the children in the school. However this academic year due to the pandemic lockdown this event was not organized. Endowment scholarships and funds are instituted in the name of distinguished alumna to help in educating underprivileged students. The association also financially supports seminars and conferences organized by the various departments of the college.

During this academic year, significant financial contributions were made by the Alumni Association to

1. Students of Non-teaching faculty
2. Outreach program at the Telugu Centre, Chetput

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C5/5.4.1-Additional-Information.pdf

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

File Description	Documents
Upload any additional information	View File

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

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. 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 Institution's perspective plan continuously evolves according to academic, societal, and stakeholder requirements. Especially during the pandemic, WCC had to evolve according to the challenges and requirements that arose in administration, academics, and service.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C6/6.1.1-Additional-Information.pdf

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

Curriculum Development is one of the significant outcomes of decentralization and participative management that is coordinated by a Curriculum Planning and Development Committee comprising the Principal, Dean of Academic Affairs, and faculty representatives

of all departments. All departments enjoy autonomy in planning their curriculum. 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 by the Board of Studies and presented in the Academic Council Meeting for ratification. 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. This is an effective instance of participative management involving staff, students, and industry. During this academic year, the faculty had autonomy in formulating and amending the Program Outcomes(POs), Program Specific Outcomes(PSOs), and Course Outcomes(COs) for implementing LOCF.

Thus, the policies of the college, and its autonomous status together ensure that the institution practices decentralization and participative management.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C6/6.1.2-Additional-Information.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

With the aim of strengthening focus on the functioning of the institution, devising institutional welfare plans and carrying out them effectively, a Centre for Institutional Advancement was established this academic year. This centre is headed by a Dean who acts as a catalyst for new thinking and innovation.

The Centre for Institutional Advancement promotes a culture of philanthropy that attracts vital resources in support of the goals

and objectives of The Women's Christian College and its core educational mission. This is accomplished by

- Nurturing life-long relationships with and among alumni, parents, friends, students, faculty, staff and other constituencies
- Communicating regularly with the stakeholders through meaningful personal contacts.
- Promoting and creating awareness for all government projects/funding such as UGC, DST etc, certificate and B.Voc courses.
- Organizing government career opportunities for students.

This Centre works closely with the Internal Quality Assurance Cell(IQAC) of the institution to implement its various programs and activities.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://wcc.edu.in/strategic-action-plan/
Upload any additional information	View File

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

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. Members of the Executive Board form the Working Committee, Finance Committee, Purchase Committee, and Building Committee. These committees are involved in specific aspects of the management of the institution. The Governing Body monitors the general administration of the College. All academic decisions pass through the Academic Council, the apex body for academic matters on campus. The Internal Quality Assurance Cell ensures the quality of all activities. The Principal constitutes committees for interaction with various stakeholders of the college. Recruitment is done as per regulations for Minority Institutions and Vacancies are advertised in leading newspapers. Candidates fulfilling the norms are called

for an interview and are selected based on qualification, experience, and performance. Faculty representatives on committees and bodies are actively involved in the planning, decision making and implementing of various programs. The Harassment Complaints Committee is constituted to provide a congenial atmosphere for the staff and students.

File Description	Documents
Paste link to Organogram on the institution webpage	https://wcc.edu.in/administration/
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C6/6.2.2-Additional-Information.pdf

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

Existing welfare measures for teaching and non-teaching staff

- 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 the purchase of medicines from Apollo pharmacies. Periodical medical camps are organized by Apollo Shine.

- Free RT/PCR Testing was done for teaching, non-teaching staff and students.
- 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.
- 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.
- 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.
- Recognition for the 25 years of dedicated service for teaching and non-teaching faculty
- Non-teaching staff receives partial reimbursement for their medical expenses.
- Non-teaching staff are provided noon meals at a subsidized rate.
- Clothes are distributed once and year for Non-teaching staff
- The children of non-teaching staff are given scholarships to study in the institution.
- Teaching faculty and Non-Teaching staff receive Christmas Gifts from the Management.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C6/6.3.1-Additional-Information.pdf

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

14

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

127

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

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 scrutinize the grants received from government agencies and their expenditure. There have been no major audit objections. Minor errors of omission and commission pointed out by auditors have been corrected and efforts are taken to avoid recurrence.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR_2020-21/C6/6.4.1-College-Auditors.pdf

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

10.095

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

The college mobilizes resources from time to time by appealing to its alumnae and stakeholders whenever the need arises.

- The Alumnae association supports college activities and mobilizes funds for significant projects. Class reunions of the alumnae are instrumental in mobilizing funds for specific projects of the college.

- Endowments instituted by families and friends of illustrious alumna and former faculty Contributions from individuals, trusts, and international bodies like Scranton and Ford Foundation for

scholarships and prizes for students.

- The Annual College Play is a regular fundraiser for the augmentation of the infrastructural needs of the college. However, this year the college play did not take place due to the pandemic restrictions.

- Funds for research, enhancement of infrastructure, and laboratories are mobilized through the submission of research proposals to the UGC (Major and minor research projects), DBT, DST, CSIR, ICAR, TNSCST, DIT, UBCHEA, and private industries.

- 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. In the case of construction/maintenance of buildings, the Building Committee authorizes such activities based on requirements.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQAR_2020-21/C6/6.4.3-Additional-Document.pdf

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The IQAC, WCC has always been evolving mechanisms and procedures to ensure the progressive performance of academics

To facilitate the creation of a learner-centric environment conducive to quality education two practices have been adopted

1. Implementation of Outcome-Based Education

Learning Outcome-based Curriculum Framework (LOCF) has been designed and implemented for the 2020 batch of students. The Program Outcomes (POs) for the UG and PG degrees were framed by the OBE committee. Guidelines for formulating the PSOs and COs are framed by the IQAC and COE office and communicated to the members

of the Curriculum Planning and Development committee who in turn convey the same to the departments.

2. Enhancement of ICT enabled tools for effective teaching-learning and assessment processes

WCC has incorporated online teaching-learning even prior to the onset of the pandemic.

- Several faculty development programs were organized to equip faculty members in the use of ICT tools and online teaching resources.
- The blended mode of the teaching-learning process was adopted through the use of various ICT tools such as smart boards, and free Wi-Fi on campus.
- WCC has established a Local Chapter for SWAYAM NPTEL
- Faculty members have developed E-resources and have uploaded them on YouTube.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C6/6.5.1-Additional-Information.pdf

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The IQAC facilitates the 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 and implementation of LOCF since 2020 have enabled the institution to evaluate the attainment of Course Outcome for each course. These review mechanisms have constantly helped enhance the curriculum and the teaching-learning methodologies.

1. The academic audit is conducted periodically to review the effectiveness of the academic programs, outcomes of the teaching-learning process, and the functioning of the various departments. The Internal Academic Audit for the academic year 2020-21 that was initiated in April 2021 was conducted in May 2021. The elements of the Academic Audit have been based on

aspects relating to

- Curriculum Design
- Teaching and Learning process,
- Research Contributions by the faculty
- Faculty activities
- Involvement of Academic Departments in curricular and co-curricular activities.

The Academic Audit members had scored each parameter on a 10-point scale and the overall Observations of the Committee were recorded based on the inputs given by the departments.

2. The Curriculum is constantly reviewed, 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.

3. OBE has been implemented since 2020. The key aspects of Outcome-Based Education (OBE) are the assessment of course outcomes. The Course Outcomes (CO's) for each course are defined based on the Program Specific Outcomes (PSOs) and Programme Outcomes (PO's). At the end of each course, the COs are assessed and evaluated, to check whether it has been attained or not.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C6/6.5.2-Additional-Information.pdf

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C6/6.5.3-Annual-Report-Graduation-Day-11.12.2021-1.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution organizes various curricular, co-curricular, and extra-curricular activities promoting gender equity and sensitization for all undergraduate and postgraduate students through the extension activity clubs and individual departments. More notably, there is a Centre for Women Studies which aims to develop, promote and disseminate knowledge about women's roles in society, organize awareness programs, collaborate with departments within the college and other academic institutions to bring about attitudinal changes for effective participation of students and women from all aspects of society.

Special talk/lectures, awareness programs, and online/offline activities were conducted by the college to promote and disseminate knowledge about women's roles in the family and society. These activities also ignite confidence in young women thereby preventing domestic and workplace violence and creating a safer & sensible society.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C1/7.1.1-Additional-Information.pdf

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

C. Any 2 of the above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

* Leaf litters are used as mulch

A vermicompost unit is function in campus. 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. Audit of yard waste on campus revealed that approximately 100 kg of yard waste is generated per day. Four pre-digestion pits of diameter 75cms are filled with yard waste (50 kg per pre-digestion pit). Approximately 10 - 15 kg of cow dung slurry is added to the pre-digestion pits to hasten aerobic decomposition. To prevent anaerobiosis, the contents are turned and moistened periodically. When the contents of pre-digestion pits are reduced to half the original volume, they are transferred to vermicompost pits (6x3x2feet). Earthworms belonging to Eisenia foetida along with 20 kg of cow dung is added to the vermicompost pit. After 45 days of proper maintenance (turning the contents and maintaining moisture) approximately 100 to 112 kg of vermicompost is being generated for every 100 kg of yard waste. As a result of this initiative, the knowledge on solid waste management gained in the class room, came alive to the students as they got actively involved in the maintenance of the vermicompost unit.

* Hazardous waste management

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 since 2013 which serves our purpose but is devoid of the

unpleasant odour. This step has minimised exposure risk for both students and staff. All the chemicals that are disposed into the drain are highly diluted (1:60). The threat posed to the environment, therefore, is negligible.

In the Departments Advanced Zoology & Biotechnology and Plant Biology & Plant Biotechnology, culture media in the Microbiology lab are autoclaved and disposed.

*** E-waste :**

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 of.

*** Paper waste:**

Used paper from the departments and offices are collected, stored and sold to an agent of ITC who recycles it and compensates the institution by providing the unused recycled paper.

During this period due to the pandemic lockdown, the e-waste and paper waste collected is yet to be disposed of.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

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

C. Any 2 of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

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

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

D. Any 1 of the above

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

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

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	No File Uploaded
Any other relevant information	View File

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

Women's Christian College believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religions, regions are studying without any discrimination. Though the institution has diverse socio-cultural backgrounds and different linguistic, we do not have any intolerance towards cultural, regional, linguistic, communal socio-

economic, and other diversities.

Campus life in WCC is enriched by the activities of a number of student clubs headed by student coordinators such as Literary and Debating Club, Quiz Club, Indian Music Club, Western Music Club, Indian Dance Club Western Dance Club, Fusion Dance Club, Arts Club, Dramatics Club, Photography Club. Festivals such as Holi, Onam, Pongal, Christmas, etc. are celebrated with great enthusiasm. The students and faculty greet and wish each other at different festivals to have amicable relations and also to maintain religious, social, and communal harmony. Battlefest, an Interdepartmental cultural fest was conducted virtually.

Every year, an alumna of the institution is nominated and given the Sraina Puraskar award who has contributed extensively to social service. Irrespective of caste, religion, or region, the well-deserved nominee is chosen for the award. Apart from this, recipients of various student awards are chosen based on the citation without any prejudice.

Management scholarship given by the institution is a merit cum means scholarship that is sanctioned based on the recommendations of the department for deserving students belonging to different caste, religions, regions without any discrimination.

This academic year due to the pandemic lockdown, many of the events had to be organized in the virtual mode.

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

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

WCC undertakes various initiatives through co-curricular and extra-curricular activities to sensitize the students and faculty towards their responsibilities as citizens of India. At the end of every program organized by the college, the national anthem is sung. Various departments of the institution and the Dean of Student Services were actively involved in conducting several activities for inculcating values for being responsible citizens. During this academic year, the following were organized.

- National Day Celebrations such as Independence Day, National Unity Day, Constitution Day, Martyrs Day or Sarvodaya Day, National Voter's Day, Bonded Labour System Abolition Day, International Women's Day, International Mother Language Day
- Events and competitions to commemorate the birth anniversaries of Late Prime Minister Rajiv Gandhi, Netaji Subhash Chandra Bose
- Pledges were taken by the students for the Jan Andolan Campaign on COVID-19, Martyrs Day, National Voter's Day, Bonded Labour System Abolition Day, Integrity Pledge as part of the Vigilance awareness program
- Webinars were organized on environmental ethics, Anti-corruption, Cybercrime, security, etc.
- Vigilance week celebrations
- Awareness campaigns for the Prevention and Control of COVID19 and election awareness program to understand the importance of voting.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

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

A. All of the above

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

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

WCC celebrates national and international commemorative days, events, and festivals by organizing various webinars, motivational lectures, cultural programs, and competitions relevant to the significance of the day being observed. This academic year due to the pandemic lockdown, many of these events were organized in the virtual mode. During this academic year the following national and international days were celebrated /observed:

- Independence Day, Indian Republic Day, International Yoga Day, World Mental Health Day, World Photography Day, World Animal Welfare Day, Girl Child Day And Women Empowerment National Cancer Awareness Day, World Autism Awareness Day, International Drug Abuse Day, World Tree Day, National Doctors Day, World Population Day, International Youth Day, Communal Harmony Day, Women's Equality Day, International Literacy Day, World Suicide Prevention Day, World Animal Day, International Girl Child Day. World Student's Day, World Poverty Eradication Day, World Unity Day, International Women's Day, International Day Of Peace, World Heart Day, World Diabetes Day, World Kindness Day, National Unity Day, International Mother Language Day, National Nutrition Week 2020,
- To pay tribute to our great Indian national personalities and leaders, the birth anniversaries of Rajiv Gandhi, Sardar Vallabhai Patel, Mahatma Gandhi, Netaji Subhash Chandra Bose were also commemorated.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practice 1

Title of the Practice: Quantitative Analysis of the Course Outcome.

Objectives of the practice:

Articulate Learning/Course outcomes and communicate them clearly and understandably to the learners, applying quantitative measures to evaluate the courses so that learners will know what is expected of them by the end of a course.

The context

There is a growing need to identify the specific knowledge and skills that one should be able to achieve at the end of the course and thus quantitative analysis of the course outcome has been made possible through this practice. Specifying the expected Learning/Course outcomes along with the syllabus is essential to evaluate whether learners have achieved and also providing feedback to students regarding the course outcome is important for both the students and the faculty.

The Practice

Implementation of outcome-based education (OBE)

Program outcomes, Program Specific Outcomes, and Course outcomes are designed to implement outcome-based education. For CO attainment, CO/PSO mapping has been completed for all courses.

The following are the steps to be followed for measuring CO attainment

Step:1

The question paper is framed based on Course Outcome (CO) along with the corresponding K level mentioned in the syllabus. The assessment summary will be filled by the course teacher which contains the total marks assigned for each course

Step:2

The scoring sheets are designed and the marks are entered by both the internal and external examiner in the excel sheet designed exclusively for measuring the CO attainment.

Step: 3

After calculating CO total marks obtained for all the students and entering the number of students who got more than 50 as well as less than 50. The target for all the courses is set as 50%.

Step 4:

Find out the percentage for each CO, a bar chart is prepared for all the courses in each department for visualizing the data. Based on the target achieved, the IQAC coordinator will give suggestions for improvement.

Evidence of Success:

We are able to evaluate whether learners have achieved the expected Learning/ Course outcomes specified along with the course syllabus. For each course, the level of attainment of each CO is compared with the predefined targets and if not attained, the faculty-in-charge for the course takes necessary steps and suggests measures of improvement to reach the target.

Problems Encountered and Resources Required

- Framing question papers based on the Learning Outcome-based Curriculum Framework (LOCF) to test the cognitive levels of the students and prepare them for the OBE-based QP pattern and exams.
- Integrating and implementing the whole process in Enterprise Resource Planning (ERP) is the major requirement.

Best Practice 2

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

The intent of this practice is to prevent wasting potentially useful materials generated on campus, reducing the purchase and consumption of new raw materials. It is the art of turning old/ leftover materials into value-added 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 know-how, for effective implementation. That challenge has been overcome by the institution. Having an in-house workforce 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

Environmental Stewardship is something that the college firmly believes in. Upcycling of salvaged wood and steel from campus is an initiative that has resulted in the completion of around 320 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. Details of the upcycled pieces of furniture completed in 2020-21 are given below:

Arm Chairs - 50

Tables - 20

Student Arm Chairs: 250

5. Evidence of Success

This initiative has resulted in the reduction of the waste disposed of. This practice showcases the ability of the institution to put to good use, resources available on campus be it raw materials or manpower also this practice is 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.

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.

File Description	Documents
Best practices in the Institutional website	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C7/7.2.1-Best-Practices.pdf
Any other relevant information	https://wcc.edu.in/wp-content/uploads/AQAR-2020-21/C7/7.2.1-Relevant-Document.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Institutional Distinctiveness

Higher education is not just acquiring academic knowledge in a specific discipline and excelling in exams, and obtaining good grades. Rather, it is about an understanding that prepares a young

student to become an effective member of society, with requisite wisdom, knowledge, skills, and life experiences.

During this academic year, all educational institutions were forced to suspend physical classes and shift to online classes in an unprecedented way. In addition to catering to the academic needs of the students through synchronous online classes, the management and faculty of the college were more creative and persistent in including all the dimensions of learning such as games, extension activities, extra and co-curricular events/competitions, value education classes, student counseling, etc. Every week one hour was set aside for invited talks /programs by experts/professionals/renowned personalities in various fields which inspired and motivated the young mind to stay focused and concentrate on the lives' goals, as it was conducted during the physical classes. The regular compulsory games for all first-year UG students were conducted after their synchronous online classes. All extension activity clubs continued to render their services to the local community in various capacities. Virtual choir practices were conducted and with the aid of appropriate software, the college choir performed on different occasions. Online counseling sessions were organized by the Department of Psychology and Student Counselling Centre for all students. Senate elections were conducted for selecting student leaders.

All the activities of the college were tailored according to the new normal. In accordance with the vision of our college, whole-person education was provided to all the students to help them develop a broad range of competencies and skills.

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

The curriculum developed and implemented for programs is designed in such a way that it caters to local, national, regional, and global development needs. The PSOs and COs are framed in alignment with the UG/PG degree POs framed. There is a regular revision of the curriculum keeping in mind the needs at the various levels mentioned above. The inputs from Industry experts, academicians, alumna, and students are taken into consideration to frame and update the syllabus. The entire process is student-centric to enable them to develop into responsible citizens with relevant and appropriate knowledge in their respective fields. It is also designed to inculcate in them an ethical approach to their profession and to be sensitive to the needs of society. The courses train them to apply their knowledge to solve the issues that arise in their workplaces. Critical thinking and problem-solving are part of their courses and this sharpens their skills to be industry fit. The curriculum also enables students to be good team players. This enhances their personality and develops them into good leaders. Every course, therefore, has been framed with the basic objective of attaining the outcomes mentioned in the POs of the college.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR2020-21/C1/1.1.1-Additional-document.pdf

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

41

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

179

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

49

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

46

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

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

The institution has been sensitive to the growing needs of the community and accordingly cross cutting issues have been incorporated into the curriculum. There are general courses like environmental studies for all the first year UG students to create an awareness and inculcate in them a sense of responsible stewardship towards the environment. Activities are given in such a way that students are involved in preserving the environment. Throughout the three years of their undergraduate studies and also during their PG courses studies do course on social ethics and scripture .Human values are fostered through these courses. There are also papers on Gender economics to promote gender studies

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

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

5

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

195

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

898

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	https://wcc.edu.in/stakeholders-feedback-report/
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://wcc.edu.in/stakeholders-feedback-report/
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

1634

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

1502

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

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

- Research Fellowships for summer programmes with renowned educational and scientific institutions.
- Encouraged to apply for research fellowships granted by national funding agencies and international scholarships.
- Advanced learners are motivated to frame the course content for a topic of their interest related to the Core discipline for the Learner Designed Course for extra credits.
- Paper presentation at regional and national level workshops/symposiums and conferences
- Recognition through the award of prizes.
- Advanced learners are encouraged to register for Online MOOC courses and also courses offered by International Universities and earn e-certificates after successful completion.
- Hands-on Micro projects such as research, case studies, or real-life activities.
- Solving additional problems at advanced levels
- Represent the college in inter-collegiate events/Youth festivals at state and national levels.
- Training for UGC NET/GATE and other Civil services competitive examinations.

Advanced learners are also encouraged to register for Online MOOC courses and also courses offered by International Universities and earn e-certificates after successful completion.

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

- Additional coaching after college hours is provided to bring slow learners on par with the course requirement. During the academic year 2020-21, the departments have conducted online coaching/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.
- Provide Individualized Learning Materials(Audio and Visual Materials)

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQA/R2020-21/C2/2.2.1-Additional-Information.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/08/2020	4361	189

File Description	Documents
Upload any additional information	View File

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:

At WCC, the teaching-learning process has always been driven by the objective of making the process meaningful and relevant in the current context. 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 PowerPoint presentations in the social sciences, arts disciplines.

Some of the innovative teaching methodologies adopted by our faculty to challenge and engage students are given below:

- MOOC modules have been introduced for all the courses facilitated by MOOC videos such as SWAYAM-NPTEL, National Digital Library.
- Learner designed Self-study course
- Usage of ICT resources for effective teaching-learning using smart boards, Visualizers, and Online resources such as Youtube videos, web portals, tutorials, etc.
- Service-learning that combines learning objectives with community service.
- To demonstrate knowledge skills and abilities, the Roleplay method of teaching is adopted
- Concept delivery using Case study discussions
- Brainstorming sessions that contribute free flow ideas.
- Group discussions, panel discussions, and activities that seeks solutions for a defined problem
- Usage of Geometric models, software tools, Equipment, Structures etc.
- Flipped classroom approach wherein the students are introduced to the content at home using online videos before coming to the class for deeper learning through discussions.
- Journal article discussion
- Mind Mapping strategy
- Student Centric Learning methodologies such as 'Fishbowl', 'Jigsaw', 'Learning how to listen', 'Interviewing a Guest' have been introduced.
- Crossover teaching methodology wherein the teacher poses a question or a problem to the students to be solved during field trips.
- Project-Based learning
- Analogy-Based learning adopted by the physical Science

departments for learning a new domain

- Inquiry-Based learning wherein the students are empowered to explore subjects by asking questions and finding or creating solutions

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://wcc.edu.in/wp-content/uploads/AOAR2020-21/C2/2.3.1-Additional-Information.pdf

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

Women's Christian College has been planning on incorporating online teaching-learning even prior to the onset of the pandemic. With this view, several faculty development programs were organized to train and equip faculty members in the use of ICT tools and online teaching resources due to which the entire faculty in our institution use ICT-enabled tools including online resources for effective teaching and learning. The blended mode of teaching-learning process was adopted through the use of various ICT tools such as smart boards; online applications for engaging students such as canva, padlet, jamboard, slido, mentimeter, prezzi, vizualizers; online assessment tools and online resources such as Youtube videos, web portals, tutorials, etc. There are ICT-enabled classrooms, seminar halls, and smart classrooms on campus. MOOC component and web references are included in several courses to ensure that all students are introduced to the online course-specific resources available on the Swayam NPTEL which in turn helped in facilitating student-centered learning. The faculty have access to e-journals, N-LIST, Ebscohost, and the National Digital Library of India subscribed by the Information Resource Centre(IRC) to support online teaching and learning. All the above mentioned facilities, resources, and tools have been used to the maximum extent and upgraded to rise up to the challenges of the pandemic.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://wcc.edu.in/institutional-repository/
Upload any additional information	View File

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

2.3.3.1 - Number of mentors

178

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The Academic Calendar at WCC is planned and prepared well before the start of the college year. It includes day orders I to VI in a fifteen-week cycle to have ninety-one working days per semester. It incorporates the required number of teaching hours and days. It sets out the assessment schedule of the 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, and 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. 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. In 2020-21 academic year, we worked for 50 minutes with a break of 5 minutes break in between. The number of days missed was compensated by working for 1 extra hour after the 5th hour. 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 and takes into account the structure of the syllabus of the course. 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. During the academic year 2020-21 due to the pandemic lockdown, there were unexpected changes in the teaching plans scheduled by the faculty at the beginning of the academic year.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

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

184

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

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

105

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)**2198**

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms**2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year****22**

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year**NIL**

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	No File Uploaded

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

March/April 2021 End Semester Theory Examinations were conducted online from 7th April to 20th April 2021 and the Practical Examinations in the Offline mode in Feb./March 2021.

Creation of Google Class Room(GCR) to conduct exams: Separate GCR's were created using official department mail IDs. Classrooms were created separately for each regular and arrear paper according to the years. (I Year UG, II Year UG & III Year UG; I Year PG & II Year PG)

Question Papers for ESE Examinations:

Two sets of Question Papers were set by the course teachers and scrutinized by the Heads of Departments. For the first years (2020 -2023 Batch, it was framed based on Outcome Based Education (OBE)

ESE: The question papers were uploaded to the server 10 minutes prior to the scheduled time of ESE and the invigilators were given access to post it in their corresponding GCR. The venue for conducting Shift I & Shift II exams were IT Lab & RMS Commerce Lab respectively.

Valuation: Double Valuation of the answer scripts was done by the course teacher (Paper setter) and internal examiner. The mark entries were done through ERP.

CO attainment

Marks obtained by the students were matched based on the course outcome (CO) to measure CO attainment.

CO attainment calculation helps to identify the courses for which the attainment is below the target level and to improve students' performance in such courses.

CIA: The Continuous Internal Assessment tests were conducted on GCR with the question papers posted by the subject teachers in the GCR on the dates scheduled by the college.

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.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQA/R2020-21/C2/2.5.3-Additional-Information.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

WCC has designed and implemented Learning Outcome-based Curriculum Framework (LOCF) for the 2020 batch of students. The Program Outcomes (POs) for the UG and PG degree were framed by a committee comprising of the IQAC coordinator, Controller of the Examinations, Deans of Academic Affairs, and Heads of all the departments. Guidelines for formulating the PSOs and COs are framed by the IQAC and COE office and communicated to the members of the Curriculum Planning and Development committee who in turn convey the same to the departments. The faculty are also trained to frame COs by conducting FDPs and doubts are clarified as and when needed to ensure that the COs framed is in accordance with the prescribed guidelines. Mapping tables constructed by mapping the COs to the PSOs are also carried out in the same manner. Course outcomes for each course have been stated clearly that describe the ability of the student as a result of learning in terms of knowledge, skills, and values upon completion of the course. Bloom's revised taxonomy has been used to identify verbs to describe students' learning. The COs for each course is communicated by the faculty to the students during the introductory class and it is also displayed on the website along with the student profile for each programme.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://wcc.edu.in/wp-content/uploads/AOAR2020-21/C2/2.6.1-Additional-Information.pdf

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

- The CO attainment is calculated based on the student assessment in the external marks. The question paper is framed based on Course Outcome along with the corresponding K level mentioned in the syllabus. The assessment summary will be filled by the paper setter which contains the total marks assigned for each course. The total marks obtained for every student under each CO (CO1, CO2, CO3, CO4, CO5) is recorded and the final marks are calculated by adding all five CO marks. The marks assigned by both the internal and external examiner in the excel sheet designed are used for measuring the CO attainment. The institutional target CO attainment for each course has been set to 50%. The number of students who obtain >50 and <=50 in each CO is estimated. For each course, the level of attainment of each CO is compared with the predefined targets, and if not attained, the course teacher suggests measures for improvement and takes necessary steps to reach the target.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AOAR2020-21/C2/2.6.2-Additional-Information.pdf

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

586	
File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://wcc.edu.in/wp-content/uploads/AQA-R2020-21/C2/2.6.3-Annual-Report-University.pdf
2.7 - Student Satisfaction Survey	
2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink	
https://wcc.edu.in/wp-content/uploads/AOAR2020-21/Student-Satisfaction-Survey.pdf	
RESEARCH, INNOVATIONS AND EXTENSION	
3.1 - Promotion of Research and Facilities	
3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented	
Aims and Objectives of the Centre for Research	
<ul style="list-style-type: none"> • To foster and encourage interest and enthusiasm towards research and development among students and faculty members. • To encourage research through consultancy, extension and community-based activities. • To assist students and faculty in applying for research grants and projects from State and National funding agencies. • To encourage faculty to apply for patents and copyrights. • To encourage faculty and students to publish research findings/papers in peer reviewed and reputed National and International Journals. • To enable students and faculty to avail seed grant, and document these reports. • To conduct FDPs for Faculty and Research scholars on 	

topics pertaining to Research.

- To enable departments to become research departments.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://wcc.edu.in/policies/
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

2

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

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

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

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

20.09

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

1

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AOAR2020-21/C3/3.2.2-Additional-Information.pdf
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

36

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

1

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	http://www.tanscst.nic.in/
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Women's Christian College Institution's Innovation Council was initiated in 2018 with the mission to create an ecosystem for the innovators. It is actively working for the past 3 years in creating awareness about innovation and entrepreneurship, its impact on society. The three main groups of IIC functions as Innovation Club to promote innovation activity, Entrepreneurship Cell to develop entrepreneurship skill and Rural Entrepreneurship Development (RED) to develop self-employment skill among rural community. IIC has conducted many workshops, competitions and webinars to create awareness on IPR and Startup.

WCC IIC is awarded 4.5 in the 5 point scale for its promotional activity during the year 2019-2020 by Ministry of Education.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR2020-21/C3/3.3.1-Additional-Information-IIC-Rating-2020-21.pdf

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

19

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

12

File Description	Documents
URL to the research page on HEI website	https://wcc.edu.in/academics/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

87

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

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

23

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AOA_R2020-21/C3/3.4.4-Additional-Document.pdf

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed**3.4.5.1 - Total number of Citations in Scopus during the year**

257

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

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

3.4.6.1 - h-index of Scopus during the year

9

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

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

1.55

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

Rs. 25,648/-

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Extension activities give new and valuable dimension to higher education system and bring academic institutions closer to the society. Foremost emphasis is given on student engagement, service orientation and holistic development of students contributing to the well-being of the young individual and to the development of the society at large. The students imbibe the spirit of volunteering work, get aware of the societal needs and become a part of social transformation. When students conduct awareness programs/campaigns, not only do they create awareness in the general public but they too are sensitized indirectly on the specific issue. Working with diversified general public enables the students to witness the challenges of the underprivileged people and also equip them communicate, negotiate and unite people of all background. Moreover, they witness change in their attitude/approach, develop new social and professional skills equipping them face the outside world as responsible young women.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQA/R2020-21/C3/3.6.1-Additional-Information.pdf

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

8

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

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

303

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

1459

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration**3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work**

124

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

10

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

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

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

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. The quality of the

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
- 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 coordination 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
- Child Development Centre offers psycho-educational services for special children
- E-Learning Room which help students to develop applications
- 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	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AOAR2020-21/C4/4.1.1-Additional-Information.pdf

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

Department of Physical Education

With an aim to foster overall health among students, Women's Christian College provides various facilities for developing sports and games as well as offers various fitness activities. The college playground covers an area of 4321.5 sq.mt. with facilities to play sports and games.

The newly constructed Arrowsmith Indoor Sports Training Facility with an area measures approximately 826.2 sq.mt. helps to offer training for basketball, volleyball, handball, tennis and badminton players

The Buck memorial block which houses the department of physical education has facilities to play Indoor Sports, to practice yoga and a well maintained fitness center. Facilities in the fitness center are utilized by the staff and students from 7 a.m to 5 p.m.

As a part of the curriculum, physical fitness activities like Aerobics, Yoga, Silambam, Taichi, Karate, Traditional dances, Zumba and general conditioning workouts are designed and offered mandatorily to cater to the individual need and interest of student.

Facilities on campus and the training offered by the coaches equip the players to participate at the zonal, inter zonal, university, district, state and national level tournaments, which in turn helps to bring laurels and honour to the college

Cultural Activities

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
- Gospel Band room

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AOA_R2020-21/C4/4.1.2-Additional-Information.pdf

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

91

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year

(INR in Lakhs)**623.71**

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource**4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

- Name of the ILMS software - AutoLib (Integrated Library Management Software -

Web based Advanced Edition)

- Nature of automation (full or partial) - Fully automated and RFID enabled
- Version - 7.2
- Year of automation - 2002

The Library is fully automated since 2002. AutoLib (Integrated Library Management Software - Web based Advanced Edition) has been installed with the various library modules such as acquisition system, cataloguing system, circulation system, serials control system and OPAC (Online Public Access Catalogue). The library software is integrated with barcode and RFID tags for document transactions. Also, RFID gate installed to enhance the security measures. CCTV cameras are fit in all the areas of the library apart from gate entry monitoring system.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AOA_R2020-21/C4/4.2.1-Additional-Information-1.pdf

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources	A. Any 4 or more of the above
File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File
4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)	
6.8783553	
File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File
4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)	
4.2.4.1 - Number of teachers and students using the library per day during the year	
252	
File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File
4.3 - IT Infrastructure	
4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities	
Information Technology Policy	

Women's Christian College, Chennai has a policy that governs the use, privacy, and security of its computer systems, databases, networks, and information resources. The users, namely, faculty, administrative staff, and students are required to adhere to the policy relating to ownership, registration of IT resources, unacceptable use, and disposal of e-waste. The primary purpose of IT resources being academic, users are responsible for maintaining the confidentiality of material stored in the devices and must exercise discretion regarding personal use of these resources. WCC reserves the right to audit networks and equipment on a periodic basis to ensure compliance with this policy. Sharing or hosting material that is objectionable or illegal in any form is not permitted and will attract appropriate penalties and initiate disciplinary action or will be referred to cybercrime cell for legal action. Any hardware or software purchased must be registered in the campus asset management system before it becomes functional. Condemned hardware must be checked and approved by authorized technical staff of the college before handing over to certified e-waste recyclers. Users joining the institution will be allotted accounts with unique user IDs and passwords by the System Analyst which will be blocked on leaving the institution.

Wi-Fi Access Points (outdoor units) in 7 buildings (RMS Block, Science Block, Rivett, Mason Block, McDougall Block, Mildred Allen Block, and Centenary Block) in addition to the existing access points and cameras for capturing lectures were installed for almost 200 teachers to use constantly in January & February 2021 for the blended mode of teaching. Wi-Fi credentials have been set for all faculty and students with group policy. Sophos Firewall has been upgraded in March 2021 to secure our unique environment from today's diverse, distributed, and encrypted networks.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQA_R2020-21/C4/4.3.1-Additional-Info.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
4370	788

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	A. 250 Mbps
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File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing	A. All four of the above
--	---------------------------------

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQA_R2020-21/C4/4.3.4-Additional-Information.pdf
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

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

1141.51

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

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

WCC has well-established procedures and policies for maintaining and utilizing the various facilities and infrastructure on campus. The Building Committee, the Purchase Committee, and the Working Committee constituted by the college management consist of experts who meet periodically to review the need and decisions are taken with respect to the repair and maintenance of infrastructure facilities and services.

The Human Resource Officer and Maintenance Manager appointed by the College is in overall charge of the maintenance of buildings, Classrooms and laboratories.

The Lab assistants and support staff in every department take care of the regular maintenance of laboratories and Classrooms. The general guidelines/procedures, safety precautions to be undertaken, laboratory emergency response procedures and instructions for the students to adhere to during lab sessions are displayed in all the science laboratories. System Technicians are responsible for maintaining the computers, peripherals and accessories in the computer labs, departments and administrative offices of the college.

Classrooms, Auditoriums, and Seminar Halls for effective academic usage are booked through the intranet using the faculty login ID. Registers are maintained for the purpose of recording complaints regarding non-functional facilities, requests for Computer/ Network support, plumbing and carpentry work. The complaints are attended to by the concerned personnel/technician.

The Information resource Centre with an impressive collection of books, online Journals and Scientific periodicals of International repute is completely automated and the routine activities are managed by the Librarians of both the shifts with the help of library support staff. The users must obtain the log-in credentials from the Librarian to access e-resources

databases/sites. Library software is used for the stock verification and the report of the lost books is prepared and submitted during the Library Executive Committee Meeting.

The Physical Education department headed by the Physical Directors of both the shifts is responsible for managing the sports field, sports complexes and gymnasium. The outdoor play area for sports is maintained by clearing the grass regularly and by levelling the play area to avoid injury while playing. The flooring in the indoor sports training centre is made of a slip-free material. Periodic checking and service are done for the wear and tear of the gym equipment and players/users are instructed to wear shoes while doing any activity/workout in the play area/gym. Instructions to the users are displayed in the gymnasium with regard to the usage of various types of equipment in the gym.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQR2020-21/C4/4.4.2-Additional-Information.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

605

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

286

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File
5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology	A. All of the above
File Description	Documents
Link to Institutional website	https://wcc.edu.in/student-enrichments/
Details of capability development and schemes	View File
Any additional information	View File
5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year	
1627	
File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File
5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances	B. Any 3 of the above

through appropriate committees

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression**5.2.1 - Number of outgoing students who got placement during the year**

164

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

506

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year**5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year**

48

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

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

151

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The elected student body of the college- The Student Senate, comprising of about 27 students from both Shift 1 & Shift 2 plays an active role in the governance of the student body and serves as a liaison between the management and the students on campus. They maintain discipline on campus and take an active role in keeping the campus clean. The senate members along with other student representatives spearhead student participation in various cultural and co-curricular activities.

Students' Role in Academic and Administrative bodies

- The Boards of Studies meeting conducted by the departments has student representatives wherein they put forth their suggestions that they have regarding the courses. They also voice their concerns challenges and requirements pertaining to their course at the Academic Council meeting. Thus the students participate in revamping the syllabus and updating them.
- The Department clubs are coordinated by Student Leaders from the department. Internal Quality Assurance Cell (IQAC), Anti-ragging Committee, Grievance Redressal Cell also has student representatives. Student President and Vice-president who are part of the Anti-ragging Committee

along with other members of the senate sensitize the students about the issues pertaining to ragging. Thus they help in maintaining a healthy atmosphere for the new entrants of the College.

- o Grievance Redressal Cell and Quality Circles on Canteen and Infrastructure have student representatives who voice their concerns and put forth suggestions on various aspects of student life on campus. Feedback of the students is 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. Appropriate measures are taken based on the suggestions and feedback.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQA_R2020-21/C5/5.3.2-Additional-Information.pdf

5.3.3 - Number of sports and cultural events / competitions organised by the institution

19

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The institution 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 then Principal of the institution. The Alumnae

celebrated their centenary year in 2016-17. The alumnae association of WCC is involved in a number of activities on campus and contributes to the infrastructure requirements and facilitates 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. 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 of the Board of Studies who provide feedback on the curriculum and give suggestions for syllabi revision in the context of contemporary needs. Every year a food fair is organized on campus to raise funds for the Mc Dougall school which is managed by the alumnae association that aids to provide free food and free education for all the children in the school. However this academic year due to the pandemic lockdown this event was not organized. Endowment scholarships and funds are instituted in the name of distinguished alumna to help in educating underprivileged students. The association also financially supports seminars and conferences organized by the various departments of the college.

During this academic year, significant financial contributions were made by the Alumni Association to

1. Students of Non-teaching faculty
2. Outreach program at the Telugu Centre, Chetput

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQA/R2020-21/C5/5.4.1-Additional-Information.pdf

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

File Description	Documents
Upload any additional information	View File

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

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. 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 Institution's perspective plan continuously evolves according to academic, societal, and stakeholder requirements. Especially during the pandemic, WCC had to evolve according to the challenges and requirements that arose in administration, academics, and service.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQA/R2020-21/C6/6.1.1-Additional-Information.pdf

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

Curriculum Development is one of the significant outcomes of decentralization and participative management that is coordinated by a Curriculum Planning and Development Committee comprising the Principal, Dean of Academic Affairs, and faculty representatives of all departments. All departments enjoy autonomy in planning their curriculum. 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 by the Board of Studies and presented in the Academic Council Meeting for ratification. 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. This is an effective instance of participative management involving staff, students, and industry. During this academic year, the faculty had autonomy in formulating and amending the Program Outcomes(POs), Program Specific Outcomes(PSOs), and Course Outcomes(COs) for implementing LOCF.

Thus, the policies of the college, and its autonomous status together ensure that the institution practices decentralization and participative management.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQAR2020-21/C6/6.1.2-Additional-Information.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

With the aim of strengthening focus on the functioning of the institution, devising institutional welfare plans and carrying out them effectively, a Centre for Institutional Advancement was established this academic year. This centre is headed by a Dean who acts as a catalyst for new thinking and innovation.

The Centre for Institutional Advancement promotes a culture of philanthropy that attracts vital resources in support of the goals and objectives of The Women's Christian College and its core educational mission. This is accomplished by

- Nurturing life-long relationships with and among alumni, parents, friends, students, faculty, staff and other constituencies
- Communicating regularly with the stakeholders through meaningful personal contacts.
- Promoting and creating awareness for all government projects/funding such as UGC, DST etc, certificate and B.Voc courses.
- Organizing government career opportunities for students.

This Centre works closely with the Internal Quality Assurance Cell(IQAC) of the institution to implement its various programs and activities.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://wcc.edu.in/strategic-action-plan/
Upload any additional information	View File

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

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. Members of the Executive Board form the Working Committee, Finance Committee, Purchase Committee, and Building Committee. These committees are involved in specific aspects of the management of the institution. The Governing Body monitors the general administration of the College. All academic decisions pass through the Academic Council, the apex body for academic matters on campus. The Internal Quality Assurance Cell ensures the quality of all activities. The Principal constitutes committees for interaction with various stakeholders of the college. Recruitment is done as per regulations for Minority Institutions and Vacancies are advertised in leading newspapers. Candidates fulfilling the norms are called for an interview and are selected based on qualification, experience, and performance. Faculty representatives on committees and bodies are actively involved in the planning, decision making and implementing of various programs. The Harassment Complaints Committee is constituted to provide a congenial atmosphere for the staff and students.

File Description	Documents
Paste link to Organogram on the institution webpage	https://wcc.edu.in/administration/
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AOAR2020-21/C6/6.2.2-Additional-Information.pdf

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

Existing welfare measures for teaching and non-teaching staff

- 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 the purchase of medicines from Apollo pharmacies. Periodical medical camps are organized by Apollo Shine.
- Free RT/PCR Testing was done for teaching, non-teaching staff and students.
- 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.

- 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.
- 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.
- Recognition for the 25 years of dedicated service for teaching and non-teaching faculty
- Non-teaching staff receives partial reimbursement for their medical expenses.
- Non-teaching staff are provided noon meals at a subsidized rate.
- Clothes are distributed once and year for Non-teaching staff
- The children of non-teaching staff are given scholarships to study in the institution.
- Teaching faculty and Non-Teaching staff receive Christmas Gifts from the Management.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQAR2020-21/C6/6.3.1-Additional-Information.pdf

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

13

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

14

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

127

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

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 scrutinize the grants received from government agencies and their expenditure. There have been no major audit objections. Minor errors of omission and commission pointed out by auditors have been corrected and efforts are taken to avoid recurrence.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AOA_R2020-21/C6/6.4.1-College-Auditors.pdf

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

10.095

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

The college mobilizes resources from time to time by appealing to its alumnae and stakeholders whenever the need arises.

- The Alumnae association supports college activities and mobilizes funds for significant projects. Class reunions of the alumnae are instrumental in mobilizing funds for specific projects of the college.
- Endowments instituted by families and friends of illustrious

alumna and former faculty Contributions from individuals, trusts, and international bodies like Scranton and Ford Foundation for scholarships and prizes for students.

- The Annual College Play is a regular fundraiser for the augmentation of the infrastructural needs of the college. However, this year the college play did not take place due to the pandemic restrictions.

- Funds for research, enhancement of infrastructure, and laboratories are mobilized through the submission of research proposals to the UGC (Major and minor research projects), DBT, DST, CSIR, ICAR, TNSCST, DIT, UBCHEA, and private industries.

- 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. In the case of construction/maintenance of buildings, the Building Committee authorizes such activities based on requirements.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQAR2020-21/C6/6.4.3-Additional-Document.pdf

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The IQAC, WCC has always been evolving mechanisms and procedures to ensure the progressive performance of academics

To facilitate the creation of a learner-centric environment conducive to quality education two practices have been adopted

1. Implementation of Outcome-Based Education

Learning Outcome-based Curriculum Framework (LOCF) has been designed and implemented for the 2020 batch of students. The Program Outcomes (POs) for the UG and PG degrees were framed by

the OBE committee. Guidelines for formulating the PSOs and COs are framed by the IQAC and COE office and communicated to the members of the Curriculum Planning and Development committee who in turn convey the same to the departments.

2. Enhancement of ICT enabled tools for effective teaching-learning and assessment processes

WCC has incorporated online teaching-learning even prior to the onset of the pandemic.

- Several faculty development programs were organized to equip faculty members in the use of ICT tools and online teaching resources.
- The blended mode of the teaching-learning process was adopted through the use of various ICT tools such as smart boards, and free Wi-Fi on campus.
- WCC has established a Local Chapter for SWAYAM NPTEL
- Faculty members have developed E-resources and have uploaded them on YouTube.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQA/R2020-21/C6/6.5.1-Additional-Information.pdf

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The IQAC facilitates the 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 and implementation of LOCF since 2020 have enabled the institution to evaluate the attainment of Course Outcome for each course. These review mechanisms have constantly helped enhance the curriculum and the teaching-learning methodologies.

1. The academic audit is conducted periodically to review the effectiveness of the academic programs, outcomes of the teaching-learning process, and the functioning of the various

departments. The Internal Academic Audit for the academic year 2020-21 that was initiated in April 2021 was conducted in May 2021. The elements of the Academic Audit have been based on aspects relating to

- Curriculum Design
- Teaching and Learning process,
- Research Contributions by the faculty
- Faculty activities
- Involvement of Academic Departments in curricular and co-curricular activities.

The Academic Audit members had scored each parameter on a 10-point scale and the overall Observations of the Committee were recorded based on the inputs given by the departments.

2. The Curriculum is constantly reviewed, 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.

3. OBE has been implemented since 2020. The key aspects of Outcome-Based Education (OBE) are the assessment of course outcomes. The Course Outcomes (CO's) for each course are defined based on the Program Specific Outcomes (PSOs) and Programme Outcomes (PO's). At the end of each course, the COs are assessed and evaluated, to check whether it has been attained or not.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://wcc.edu.in/wp-content/uploads/AQA/R2020-21/C6/6.5.2-Additional-Information.pdf

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state,

A. Any 4 or all of the above

national or international agencies (such as ISO Certification)

File Description	Documents
Paste the web link of annual reports of the Institution	https://wcc.edu.in/wp-content/uploads/AOA/R2020-21/C6/6.5.3-Annual-Report-Graduation-Day-11.12.2021-1.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution organizes various curricular, co-curricular, and extra-curricular activities promoting gender equity and sensitization for all undergraduate and postgraduate students through the extension activity clubs and individual departments. More notably, there is a Centre for Women Studies which aims to develop, promote and disseminate knowledge about women's roles in society, organize awareness programs, collaborate with departments within the college and other academic institutions to bring about attitudinal changes for effective participation of students and women from all aspects of society.

Special talk/lectures, awareness programs, and online/offline activities were conducted by the college to promote and disseminate knowledge about women's roles in the family and society. These activities also ignite confidence in young women thereby preventing domestic and workplace violence and creating a safer & sensible society.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://wcc.edu.in/wp-content/uploads/AQA/R2020-21/C1/7.1.1-Additional-Information.pdf

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

C. Any 2 of the above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

* Leaf litters are used as mulch

A vermicompost unit is function in campus. 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. Audit of yard waste on campus revealed that approximately 100 kg of yard waste is generated per day. Four pre-digestion pits of diameter 75cms are filled with yard waste (50 kg per pre-digestion pit). Approximately 10 - 15 kg of cow dung slurry is added to the pre-digestion pits to hasten aerobic decomposition. To prevent anaerobiosis, the contents are turned and moistened periodically. When the contents of pre-digestion pits are reduced to half the original volume, they are transferred to vermicompost pits (6x3x2feet). Earthworms belonging to Eisenia foetida along with 20 kg of cow dung is added to the vermicompost pit. After 45 days of proper maintenance (turning the contents and maintaining moisture) approximately 100 to 112 kg of vermicompost is being generated for every 100 kg of yard waste. As a result of this initiative, the knowledge on solid waste management gained in the class room, came alive to the students as they got actively involved

in the maintenance of the vermicompost unit.

*** Hazardous waste management**

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 since 2013 which serves our purpose but is devoid of the unpleasant odour. This step has minimised exposure risk for both students and staff. All the chemicals that are disposed into the drain are highly diluted (1:60). The threat posed to the environment, therefore, is negligible.

In the Departments Advanced Zoology & Biotechnology and Plant Biology & Plant Biotechnology, culture media in the Microbiology lab are autoclaved and disposed.

*** E-waste :**

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 of.

*** Paper waste:**

Used paper from the departments and offices are collected, stored and sold to an agent of ITC who recycles it and compensates the institution by providing the unused recycled paper.

During this period due to the pandemic lockdown, the e-waste and paper waste collected is yet to be disposed of.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	C. Any 2 of the above
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File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	A. Any 4 or All of the above
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File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus 	D. Any 1 of the above
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recognitions/awards
5. Beyond the campus environmental promotional activities

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

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

B. Any 3 of the above

File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	No File Uploaded
Any other relevant information	View File

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

Women's Christian College believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religions, regions are studying without any discrimination. Though the institution has diverse socio-cultural backgrounds and different linguistic, we do not have any intolerance towards cultural, regional, linguistic, communal socio-economic, and other diversities.

Campus life in WCC is enriched by the activities of a number of student clubs headed by student coordinators such as Literary and Debating Club, Quiz Club, Indian Music Club, Western Music Club, Indian Dance Club Western Dance Club, Fusion Dance Club, Arts Club, Dramatics Club, Photography Club. Festivals such as Holi, Onam, Pongal, Christmas, etc. are celebrated with great enthusiasm. The students and faculty greet and wish each other at different festivals to have amicable relations and also to maintain religious, social, and communal harmony. Battlefest, an Interdepartmental cultural fest was conducted virtually.

Every year, an alumna of the institution is nominated and given the Sraina Puraskar award who has contributed extensively to social service. Irrespective of caste, religion, or region, the well-deserved nominee is chosen for the award. Apart from this, recipients of various student awards are chosen based on the citation without any prejudice.

Management scholarship given by the institution is a merit cum means scholarship that is sanctioned based on the recommendations of the department for deserving students belonging to different caste, religions, regions without any discrimination.

This academic year due to the pandemic lockdown, many of the events had to be organized in the virtual mode.

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

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

WCC undertakes various initiatives through co-curricular and

extra-curricular activities to sensitize the students and faculty towards their responsibilities as citizens of India. At the end of every program organized by the college, the national anthem is sung. Various departments of the institution and the Dean of Student Services were actively involved in conducting several activities for inculcating values for being responsible citizens. During this academic year, the following were organized.

- National Day Celebrations such as Independence Day, National Unity Day, Constitution Day, Martyrs Day or Sarvodaya Day, National Voter's Day, Bonded Labour System Abolition Day, International Women's Day, International Mother Language Day
- Events and competitions to commemorate the birth anniversaries of Late Prime Minister Rajiv Gandhi, Netaji Subhash Chandra Bose
- Pledges were taken by the students for the Jan Andolan Campaign on COVID-19, Martyrs Day, National Voter's Day, Bonded Labour System Abolition Day, Integrity Pledge as part of the Vigilance awareness program
- Webinars were organized on environmental ethics, Anti-corruption, Cybercrime, security, etc.
- Vigilance week celebrations
- Awareness campaigns for the Prevention and Control of COVID19 and election awareness program to understand the importance of voting.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and

A. All of the above

other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

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

WCC celebrates national and international commemorative days, events, and festivals by organizing various webinars, motivational lectures, cultural programs, and competitions relevant to the significance of the day being observed. This academic year due to the pandemic lockdown, many of these events were organized in the virtual mode. During this academic year the following national and international days were celebrated /observed:

- Independence Day, Indian Republic Day, International Yoga Day, World Mental Health Day, World Photography Day, World Animal Welfare Day, Girl Child Day And Women Empowerment National Cancer Awareness Day, World Autism Awareness Day, International Drug Abuse Day, World Tree Day, National Doctors Day, World Population Day, International Youth Day, Communal Harmony Day, Women's Equality Day, International Literacy Day, World Suicide Prevention Day, World Animal Day, International Girl Child Day. World Student's Day, World Poverty Eradication Day, World Unity Day, International Women's Day, International Day Of Peace, World Heart Day, World Diabetes Day, World Kindness Day, National Unity Day, International Mother Language Day, National Nutrition Week 2020,
- To pay tribute to our great Indian national personalities and leaders, the birth anniversaries of Rajiv Gandhi, Sardar Vallabhai Patel, Mahatma Gandhi, Netaji Subhash

Chandra Bose were also commemorated.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practice 1

Title of the Practice: Quantitative Analysis of the Course Outcome.

Objectives of the practice:

Articulate Learning/Course outcomes and communicate them clearly and understandably to the learners, applying quantitative measures to evaluate the courses so that learners will know what is expected of them by the end of a course.

The context

There is a growing need to identify the specific knowledge and skills that one should be able to achieve at the end of the course and thus quantitative analysis of the course outcome has been made possible through this practice. Specifying the expected Learning/ Course outcomes along with the syllabus is essential to evaluate whether learners have achieved and also providing feedback to students regarding the course outcome is important for both the students and the faculty.

The Practice

Implementation of outcome-based education (OBE)

Program outcomes, Program Specific Outcomes, and Course outcomes are designed to implement outcome-based education. For

CO attainment, CO/PSO mapping has been completed for all courses.

The following are the steps to be followed for measuring CO attainment

Step:1

The question paper is framed based on Course Outcome (CO) along with the corresponding K level mentioned in the syllabus. The assessment summary will be filled by the course teacher which contains the total marks assigned for each course

Step:2

The scoring sheets are designed and the marks are entered by both the internal and external examiner in the excel sheet designed exclusively for measuring the CO attainment.

Step: 3

After calculating CO total marks obtained for all the students and entering the number of students who got more than 50 as well as less than 50. The target for all the courses is set as 50%.

Step 4:

Find out the percentage for each CO, a bar chart is prepared for all the courses in each department for visualizing the data. Based on the target achieved, the IQAC coordinator will give suggestions for improvement.

Evidence of Success:

We are able to evaluate whether learners have achieved the expected Learning/ Course outcomes specified along with the course syllabus. For each course, the level of attainment of each CO is compared with the predefined targets and if not attained, the faculty-in-charge for the course takes necessary steps and suggests measures of improvement to reach the target.

Problems Encountered and Resources Required

- Framing question papers based on the Learning Outcome-based Curriculum Framework (LOCF) to test the cognitive

levels of the students and prepare them for the OBE-based QP pattern and exams.

- Integrating and implementing the whole process in Enterprise Resource Planning (ERP) is the major requirement.

Best Practice 2

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

The intent of this practice is to prevent wasting potentially useful materials generated on campus, reducing the purchase and consumption of new raw materials. It is the art of turning

old/ leftover materials into value-added 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 know-how, for effective implementation. That challenge has been overcome by the institution. Having an in-house workforce 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

Environmental Stewardship is something that the college firmly believes in. Upcycling of salvaged wood and steel from campus is an initiative that has resulted in the completion of around 320 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. Details of the upcycled pieces of furniture completed in 2020-21 are given below:

Arm Chairs - 50

Tables - 20

Student Arm Chairs: 250

5. Evidence of Success

This initiative has resulted in the reduction of the waste disposed of. This practice showcases the ability of the institution to put to good use, resources available on campus be it raw materials or manpower also this practice is 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.

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.

File Description	Documents
Best practices in the Institutional website	https://wcc.edu.in/wp-content/uploads/AQAR2020-21/C7/7.2.1-Best-Practices.pdf
Any other relevant information	https://wcc.edu.in/wp-content/uploads/AQAR2020-21/C7/7.2.1-Relevant-Document.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Institutional Distinctiveness

Higher education is not just acquiring academic knowledge in a specific discipline and excelling in exams, and obtaining good grades. Rather, it is about an understanding that prepares a young student to become an effective member of society, with requisite wisdom, knowledge, skills, and life experiences.

During this academic year, all educational institutions were forced to suspend physical classes and shift to online classes in an unprecedented way. In addition to catering to the academic needs of the students through synchronous online classes, the management and faculty of the college were more creative and persistent in including all the dimensions of learning such as games, extension activities, extra and co-curricular events/competitions, value education classes, student counseling, etc. Every week one hour was set aside for invited talks /programs by experts/professionals/renowned personalities in various fields which inspired and motivated the young mind to stay focused and concentrate on the lives' goals, as it was conducted during the physical classes. The regular compulsory games for all first-year UG students were conducted after their synchronous online classes. All extension activity clubs continued to render their services to the local community in various capacities. Virtual choir practices were conducted and with the aid of appropriate software, the college choir performed on different occasions. Online counseling sessions were organized by the Department of Psychology and Student Counselling Centre for all students. Senate elections were conducted for selecting student leaders.

All the activities of the college were tailored according to the new normal. In accordance with the vision of our college, whole-person education was provided to all the students to help them develop a broad range of competencies and skills.

File Description	Documents
Appropriate link in the institutional website	https://wcc.edu.in/wp-content/uploads/AQAR2020-21/C7/7.3.1-Institutional-Distinctiveness.pdf
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

1. Every department to conduct at least one value-added certificate course to enhance employability and skills in online/offline/blended mode
2. To evaluate the Course Outcome attainment for courses under Learning Outcome Base Curriculum Framework.
3. Creation of teaching modules/videos by the faculty.
4. To collaborate with research institutes/ organizations to enhance and support research culture among the students and faculty.
5. To obtain Government and Non-government Funded Projects
6. To formalize remedial teaching for challenged learners.
7. Facilitate collection and compilation of data required for an environmental impact assessment on campus
8. Centre for Women and Environmental Studies to collaborate with the academic departments to promote and support research in the field of Environment and Women's Studies respectively.
9. To organize need-based intra and inter-institutional developmental and training programs
10. To conduct FDPs to augment online teaching skills and on quality-related themes.