



Women's Christian College

#51, College Road, Chennai - 600006



Email: info@wcc.edu.in Ph: 044-28275926/28271495/28276798
An Autonomous Institution affiliated to the University of Madras
Re-accredited by NAAC in 2019 with Grade A+
College with Potential for Excellence

BEST PRACTICE 1

Title of the Practice : Mandatory internship in the Undergraduate Level

Objective of the Practice

In line with the NEP 2020 guidelines Women's Christian College has made 15 hour summer internship for 1 credit, mandatory in the UG level. Through this practice the institution aims to

- Provide an opportunity for all UG students to connect their domain knowledge with areas of application
- Help students gain clarity and narrow down on their career path
- Boost their self-esteem and confidence
- Enable them to acquire skills required to equip them to face the job market or apply for higher education in institutions of national and international repute

The Context

In the current scenario there is an ever growing need to provide the industries and research institutes with a work force that is equipped to rise up to the challenges of the work environment and perform with excellence. Internship provides the students with a foretaste of both the challenges and the excitement of professional environment and prepares them to adapt and rise up successfully in their chosen career path. This practice will help in achieving the goal of providing on the job experience for students to bridge the gap between theoretical knowledge that they acquire in the classrooms with professional practice. Engaging students in internships also enables them to develop skills required to equip them to face the job market once they get their UG degree.

The Practice

The institution has made a 15 hour summer internship mandatory for all undergraduate students from the academic year 2023-2024 onwards. Students are provided with support and guidance needed to find internships in industries, educational institutions or research institutes and are expected to complete it during the summer vacation between their fourth and fifth semesters. Accordingly all second year UG students completed their internships during the summer vacation of 2023-2024. The assessment of the internship component is based on the attendance certificate provided by the organization in which the student completes the internship and student's report and presentation on the work done and experience gained during the internship.

Evidence of Success

All the second year UG Students completed their internship during the summer vacation. Both students and faculty appreciated the enriching effect of the work experience that the internship had provided. The students on completion of the internship earned one credit. The exposure also has enabled interested students to develop skills required to pursue a career in the area in which they had completed their internship.



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Problems Encountered and Resources Required

Time and effort is involved in identifying the right place to carry out the internship. Delay in getting permission from certain organizations in which a student wishes to carry out internship tends to create moments of anxiety which gets resolved once they are able secure the internship position.

BEST PRACTICE 2

Title of the Practice- Inclusion of a Mandatory Service Learning Project Component in the curriculum

Objective of the Practice:

Women's Christian College has included a compulsory service learning component into the curriculum to align the academic objectives with community service. Through this practice the institution aims to,

- Incorporate service learning project component in all disciplines to enable students to apply their core knowledge to solve real time problems of the society
- Enhance the curriculum by extending learning beyond the classroom and allowing students to become active participants in the community leading to positive change and personal growth
- Promote active learning through project-based learning, problem-based learning, case-based learning and research based learning
- Foster teamwork to generate solutions, enhance problem-solving skills and increase civic consciousness

The Practice

The College organized 15 workshops to equip the teachers with the necessary skills to incorporate service learning project component into the curriculum. Around 82 faculty members were empowered to sensitize students on the role of service learning in applying their domain specific knowledge to address real-world challenges. The trained faculty then designed an entire course based on a service learning project or included service learning as one component in a course that allowed application of core knowledge towards addressing a real world problem. The efforts taken resulted in 8 departments offering service learning as a course and all the other departments including service learning as a component in one of their core courses.

Evidence of Success

Service learning projects were planned to create awareness among student on relating their academic knowledge to problem solving. Some of the service learning projects that were designed to identify academic problems faced by School children developed ways of addressing it through online tutoring and demonstrations. Other SL projects aimed at enabling under privileged children acquire communication skills and basic computer knowledge. Service learning projects were also be tailored to address specific communities, such as the tribal population in Kolagur and Yercaud, where students imparted counseling on healthy diet, life style and well-being. Women from a Self Help Group (SHG) and Gypsy community were trained in marketing strategy to sell various Millet recipes, food preservation techniques, reducing waste and extending the shelf life of seasonal



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produce. A service learning initiative “Learn from Us Earn from Home” imparted entrepreneurial training to women.

Upon reflection, students appreciated the fact that these service learning experiences enriched them with the rich experience of engaging with the community while the target communities acquired valuable skills that enabled them to overcome certain challenges they were creating.

Problems Encountered and Resources Required:

Obtaining necessary permissions from relevant social, medical, or academic authorities and organizing interactions with the community requires time and effort. Students find it challenging to balance their academic pursuits with community needs, managing logistics and coordinating with the community partners. Assessment and evaluation tools for ongoing evaluation of the service learning component and feedback mechanisms also need to be decided during the initial stages and during the project period.



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