



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ANNAI HAJIRA WOMENS COLLEGE

**ANNAI HAJIRA COLLEGE ROAD MELAPALAYAM TIRUNELVELI 627005
627005**

www.annaihajirawomenscollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Annai Hajira Women's College (AHWC) is run by As-Sathiq Educational Society, a non-profit educational organization registered under the Societies Registration Act 27 of 1975. It is a private, unaided Arts and Science College approved by the Government of Tamil Nadu. The journey of ANNAI HAJIRA WOMEN'S COLLEGE began in 2004 with a Vision "To empower women, especially Muslim community and underprivileged society through cost-effective, holistic and exemplary education". The College is affiliated to Manonmaniam Sundaranar University with Choice Based Credit System and follows semester pattern with mandatory extension activities for NSS, YRC and Physical Education, also Papers like Value Education, Environmental Studies and Soft Skills are offered as Part IV common papers. Minorities are relatively underrepresented in higher education. The NEP 2020 acknowledges the importance of interventions to promote education of girls belonging to all minority communities, and particularly those communities that are educationally marginalised. The aim of this Society in starting this College is both, to create an awareness among the members of the community to the imperative need for making womenfolk highly educated and make available the necessary facilities for the young women to pursue higher education in an environment that does not violate established norms of ethical values and tenets of sharia. At the heart of the ecosystem is the highly qualified and zealously committed staff who are ready to go the extra mile to make the teaching-learning process meaningful.

In our efforts towards academic excellence and growth, we have initiated actions to bridge the gap between the institution and industry. We assess the students' strength and weakness in academics and aptitude and address their needs through various off and online certificate courses offered in the College. We use ICT in our teaching methods. Conscious of the need of a value-based education, at a time when fundamental values are steadily being eroded, great care is taken to instill human and ethical values in our students. Students are encouraged to participate in extra-curricular and co-curricular activities. This College is committed for the empowerment of women by imparting holistic education through excellence in teaching methods.

Vision

"To empower women, especially Muslim community and underprivileged society through cost-effective, holistic and exemplary education" The vision of our institution is to promote exemplary learning for students of Islamic community and all sections of students from underprivileged society at affordable cost empowering them with varied skills, refining them with sound value system, molding their personality holistically and thus producing them as excellent role models contributing to the growth of our great nation.

Mission

The Mission of our Institution is to :(1)To promote skills, values and knowledge through established and emerging technologies. (2)To instill a sense of self-esteem and self-confidence to face the challenges of life.By offering high quality education blended with required application skills inculcating sound moral values and ethics, our institution strives hard to nurture in young women a sense of commitment and dedication to be worthy citizens of India and set out on a progressive path as great learners because if you educate a man, you

educate an individual, but if you educate a woman, you educate a nation. As said by Swami Vivekananda, "We want the education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet." Hence this institution has acquired a reputation for equipping women students with the knowledge, skills and values necessary to meet the prevailing needs of the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The result of the students in the University Examination is exhilarating both in quantitative and qualitative sense
- All the undergraduate candidates presented by the College to the University Examination not only did pass the examination but also had to their credit, high distinctions and University ranks with 100% score every year in the University Examination.
- The presence of vibrant NSS & YRC units and Associations of various departments act as a catalyst in the holistic development of the students. Institution has community outreach activities under Village Adoption Scheme.
- The College focuses on a blending of both the time tested and innovative methods of teaching.
- The Management is proactive with a progressive vision.
- Institute linkage through MoUs to visit premier institutions in our city, interact with faculty there, exchange ideas with students there and thus enrich them intellectually.
- The College is an eco-friendly campus.
- CCTV cameras have also been installed in the campus for security purposes.
- The college is well aware of its social responsibility, for this institutional scholarship is granted to economically weak and meritorious students. Such philanthropic approach is the real strength of the college and motivates us to keep on striving for excellence in every field.
- Students are given ample time for paying their Semester fees without penalising them, which shows the magnanimity of the Management.
- Good student support services including counselling and effective grievance redressal mechanism.
- Assisting the students belonging to SC, ST, Minority to obtain scholarship
- Proper water facilities with RO system and Solar Panel for uninterrupted power supply.
- Online and Transparent admission process.
- Establishment of Academic Bank of Credit as envisaged by NEP
- As suggested by NEP 2020, Bridge Course for First year students are offered
- Transparency in staff recruitment based purely on merit
- Highly committed and supportive Alumnae
- Value Added Courses relevant to current demand
- SWAYAM and NPTEL Local chapter is another feather in the cap of the College as NEP 2020 envisages
- The College also has enrolled in NIRF ranking

Institutional Weakness

- Being an affiliated college, there is limited scope for academic flexibility in curriculum planning and designing
- Less number of students opting out for higher studies due to weak economic backgrounds.

- New and more demanding programs cannot be introduced as the college has to operate from a limited area as there are unapproved lands adjoining it. However, there have been constant attempts to expand the area of the college.
- Fees cannot be increased beyond healthy affordability, as most of our students are from the backward/rural/remote areas who are the first graduates in their family.
- Consultancy and industry linkage needs to be strengthened.
- Industrial internships have to be strengthened
- Restrictions in introducing new Skill Based Programmes affects employability being an affiliated College
- Minor and major projects from government and other funding agencies

Institutional Opportunity

1. Potential to become a Deemed Women's University
2. Could become an excellent center for interdisciplinary and research center
3. A number of Start ups can be optimized with creation of Incubation center
4. Provide Technical Expertise for Women to emerge as Successful Entrepreneurs
5. Mentoring programmes could be utilized to improve the research initiative and more number of student – faculty collaboration in research
6. Experts from industries and corporate could be invited as guest faculty to create competencies which would create the employability of the students.
7. Faculty / Department may utilize their expertise by offering consultancy services.
8. Faculty may be encouraged to actively use MOOC platform while teaching their courses.
9. The green initiatives at the campus could be enhanced.
10. Alumnae could be encouraged to share their skills, experience and networking and provide financial assistance
11. Planning to create more e-content resources to improve digitalization of curriculum

Institutional Challenge

- After pandemic, it's difficult to fulfil cent percent admissions in all programs
- To optimize number of Start-ups and incubation center
- Providing Technical Expertise for Women to emerge as Successful Entrepreneurs
- To motivate students to pursue Higher Studies and succeed in Competitive Examinations
- Taking the responsibility of paying the tuition fees for the meritorious students from the weak financial background. The college can also use the services of the strong alumnae to add to this feature.
- The ultimate aim of the college is to grab all the opportunities at its disposal through the active participation of all the stakeholders.
- To increase the number of publications in UGC-recognized research journals/Scopus-indexed journals to increase the Research activities

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Annai Hajira Women's College in Melapalayam, affiliated with Manonmaniam Sundaranar University, is a dedicated self-financed institution committed to nurturing competent human resources through quality education. The college offers diverse undergraduate programs, including B.Com, B.Sc. in Computer Science, Mathematics, Physics, Chemistry, and B.A. in English, along with a postgraduate M.Com. program, catering to the varied academic needs of students. Since the academic year 2020-2021, mandatory add-on papers like Professional English for different disciplines have been introduced in alignment with the directives of the Government of Tamil Nadu - TANSCH. The curriculum, designed by the Board of Studies at Manonmaniam Sundaranar University, integrates cross-cutting issues like Gender, Environment, Sustainability, Human Values, and Professional Ethics across all departments. The Naan Mudhalvan platform serves as a dynamic information source for students, detailing courses and industry-specific skill offerings from 2022-2023. To enhance exposure, the college conducts assignments, seminars, workshops, field and industrial visits, internships, projects, and invited lectures for student-centered learning. In the academic year 2022-2023, 151 students successfully concluded their project work, while an additional 365 students actively engaged in internships across diverse industries and educational institutions. The Department of English addresses instructional gaps with a pre-semester Bridge Course for UG programs, and all departments organize orientation programs. The academic calendar outlines the schedules of Continuous Internal Assessments, subject to periodic updates based on suggestions from the Government, University, and the Management. Internal and External Academic Audits, supported by evidence from respective departments, ensure meticulous oversight of the academic process. Emphasizing knowledge and skill development, the college offers various programs and certificate/value-added courses. The establishment of the National Educational Technology Forum serves as a platform for the open exchange of ideas regarding the utilization of technology to improve learning. Academic flexibility empowers students to choose subjects across streams, fostering cross-disciplinary learning as implemented in NEP 2020. The institution has been acknowledged as a "local chapter of SWAYAM," addressing the educational requirements of students. During the assessment period, 4209 students benefited from the 19 certificate/value-added courses offered by the college. Regular feedback collected by IQAC from students, teachers, employers, alumnae, and parents contributes to continual improvement.

Teaching-learning and Evaluation

The institution prioritizes inclusivity by tailoring effective teaching-learning experiences to accommodate students from diverse backgrounds and abilities. Admission procedures adhere to transparent and well-administered mechanisms aligned with state government norms, allowing self-financing colleges a 50% admission flexibility. Maintaining a student-teacher ratio of 15:1, a vital metric for student success, not only eases the workload for educators but also emphasizes quality over quantity in teaching and grading. Learner-centered education is underscored through participatory methods like Field and Industrial Visits, Internships, student-published works, expos, student/staff exchanges, NPTEL, and experiential learning, fostering practical application. Smart classrooms, problem-solving techniques, and collaborative learning modes, including debates, numerical games, paper presentations, poster making, and ICT-enabled teaching, enhance the learning experience. Teacher quality is evaluated based on qualifications, recruitment procedures, and faculty availability aligned with sanctioned positions. Teachers proactively pursue Ph.D./NET/SET qualifications, stay updated with developments, and strive for continuous improvement. An Examination Committee formalizes Continuous Internal Assessment (CIA), collecting feedback through mentors and a dedicated grievance box. Transparency is maintained in the grievance resolution process. Teaching and learning outcomes are anchored in Course Outcomes (CO), Programme Outcomes (PO), and Programme Specific Outcomes (PSO) since 2018-2019. Quality assessment in Higher Education Institutions relies on questions aligned with Bloom's Taxonomy from the even semester of 2022-2023 onwards. Course attainment and result analysis are graphically represented from 2022-2023, reflecting pass percentages with 96% for final-year students. Adhering to the

NEP 2020 policy, Outcome-Based Education and Student-Centric methods in SWAYAM NPTEL are followed. The seamless integration of humanities and arts with STEM fields consistently yields positive outcomes, fostering critical thinking, problem-solving, teamwork, communication skills, and social awareness. Online platforms like SWAYAM and DIKSHA provide educators with user-friendly interfaces and assistive tools for effective learner progress monitoring.

Research, Innovations and Extension

The institution is evaluated based on its policies, practices, and outcomes related to research, innovation, and extension activities, with a focus on fostering a vibrant 'research culture.' Government grants specifically support the NPTEL Translator course, Experimental Physics. In September 2022, the institution inaugurated an incubation center for mushroom cultivation, reinforcing its commitment to an innovation ecosystem. Workshops and seminars on Intellectual Property Rights (IPR), Entrepreneurship, and Research Methodology have been conducted. The institution and faculty have received accolades, including Best Faculty Award, KalviGnani Award, Outstanding Educator Award, and Mozhi Chemmal Viruthu. Faculty contributes to the academic landscape through publications of books, journals, edited books, and conference proceedings. The institution actively collaborates with academic institutions, industries and other agencies, fostering ties through agreements, MoUs, and collaborations. With 23 MoUs, 229 collaborations and 26 linkages span diverse sectors, including Industry-Academia partnerships and the operation of an E-waste recycling center. In the academic year 2021-22, the college achieved a 1-star ranking from the Institution's Innovation Council and garnered recognition in the "BEGINNER" band under the "General (Non-Technical)" category in the Atal Ranking of Institutions on Innovation Achievement (ARIIA). 10 faculty members completed Basic Level programs, while 7 attained Advanced Level status as IIC Innovation Ambassadors. The institution houses Research and Development (R&D) and Entrepreneurship Development (ED) cells to facilitate effective operation. Faculty and students are encouraged to participate in National/International seminars and conferences, resulting in notable contributions such as 67 research papers, 101 seminars / workshops and 75 edited books/chapters and conference proceedings with unique ISBN numbers. The extension aspect emphasizes the institution's commitment to community service. Opportunities for service, reflection, and learning are integrated into the curriculum. The college has adopted three villages under the Hajirian Outreaching Program for Empowerment (HOPE) and conducted numerous programs through non-academic clubs, totaling 165, covering social responsibilities, motivation, women's empowerment, Swachh Bharat, National Days, and health awareness. Aligned with NEP 2020, students are encouraged to develop innovative solutions for global challenges. The institution fosters a research-conducive environment, emphasizing faculty involvement and research-driven initiatives, aligning with contemporary educational policies.

Infrastructure and Learning Resources

Ensuring the quality of academic programs on campus involves optimizing available infrastructure and learning resources, with a focus on understanding how these facilities benefit students and teachers for effective educational delivery. The 3.05-acre campus is equipped with essential amenities, including playgrounds, pathways, parking, and gardens, spanning a total built-up area of 6359.70 square meters. The thoughtfully designed campus comprises a two-story building, parking lot, gardens, medicinal garden, playgrounds, rainwater tank, and a boundary wall with large and small gates, catering to various needs.

The college boasts comprehensive infrastructure, featuring 21 classrooms and specialized laboratories for Computer Science, Physics, Chemistry, and Commerce. Additionally, there are eight ICT-enabled classrooms

and Wi-Fi facilities, fostering an environment conducive to both curricular and extracurricular activities, such as yoga, Kho-Kho, Kabaddi, Volleyball, carom, chess, a gymnasium, and an auditorium. The institution allocates an annual budget to maintain and replenish physical facilities, ensuring their continual availability. With a commitment to enhancing the teaching-learning process, the college maintains two well-equipped computer labs, achieving an effective student-computer ratio of 9:1. Regular maintenance is conducted for computers, laboratories, libraries, transport, buildings, solar lights, CCTV systems, and classrooms, demonstrating a dedication to providing a conducive learning environment. To address power interruptions, a 25 kVA generator is available, offering a reliable solution during outages. The institution remains dedicated to creating a propitious and well-maintained environment to support the educational and developmental needs of its community. A recent development includes the digital transformation of the library, incorporating KOHA software, e-journals, e-books, and remote accessibility to e-resources. Braille software supports physically challenged students, while OPAC and MARC streamline book retrieval processes. The college prioritizes IT facilities, offering bandwidth ranging from 25 Mbps to 200 Mbps, ensuring full campus Wi-Fi accessibility. This robust ICT infrastructure aligns with the NEP 2020 policy, emphasizing technology integration in education for innovative teaching methods and e-learning. Regular audits of income and expenditure statements underscore the commitment to maintaining and replenishing infrastructure, ensuring a dynamic and tech-savvy educational environment that prepares students for the demands of the digital world.

Student Support and Progression

The institution is committed to providing crucial support to students, ensuring meaningful learning experiences on campus, and promoting their comprehensive development and advancement. It proactively evaluates students' performance, monitors alumnae profiles, and tracks students' progress into higher education and gainful employment. Various scholarships, including the post-metric scholarship for minority students (228 beneficiaries), SC scholarship (151 beneficiaries), Institutional Scholarship (110 beneficiaries), and Moovalur Ramamirtham Ammaiyar scholarship (Puthumai Penn Thittam) for 68 students, contribute to students' financial well-being. A total of 557 students earned economically weaker section scholarships amounting to Rs. 37,42,120/-. The college organized capacity development and skill enhancement activities covering soft skills, language and communication skills, life skills like Yoga, physical fitness, health and hygiene, self-employment, entrepreneurial skills, and awareness of recent technological trends. In the assessment period, 203 programs were conducted under these skill categories, benefiting 1264 students. Institutional support mechanisms, including the career guidance and placement cell, complemented 17 programs, benefiting 2598 students. The college also established student's grievance cell, anti-ragging cell, and anti-sexual harassment cell. Coaching classes for competitive examinations and career guidance resulted in the placement of several students. The college facilitates vertical student mobility from one educational level to the next higher level and into the workforce. 228 students pursued higher education, and 175 students' secured placements in various organizations. Actively promoting student participation in sports and cultural activities, the college supports the development of diverse skills and competencies, contributing to holistic growth. A total of 568 students received awards, medals, and cash prizes, while 1973 students were awarded participation certificates in sports and cultural activities. The alumni community plays a pivotal role, actively contributing to academic matters, student support, and financial resource mobilization. Aligned with the NEP 2020 policy, the institution has integrated skill development programs to equip students with practical skills demanded by the employment market.

Governance, Leadership and Management

Effective leadership is exemplified by the establishment of core values, emphasizing participative decision-making processes. This leadership style not only propels the institution toward realizing its vision, mission, and goals but also plays a pivotal role in shaping the organizational culture. Coordinated academic and administrative planning, both formal and informal, underscores the institution's dedicated efforts in this regard. The institutional governance and leadership seamlessly align with the institution's vision and mission. This commitment is evident in various practices, including the implementation of NEP 2020 from October 2021–2022 onwards, sustained institutional growth, decentralization, and active participation in short-term and long-term Institutional Perspective Plans. The college's vision focuses on empowering women, especially from Muslim community and underprivileged society, through cost-effective, holistic, and exemplary education. The mission centers on promoting skills, values, and knowledge using established and emerging technologies, instilling a sense of self-esteem and self-confidence to face life's challenges. Decentralized participative management is reflected in staff allocations to various committees and duties. E-governance, implemented through websites, enhances administrative efficiency. Faculty development strategies extend to staff welfare measures, retaining staff members and providing benefits such as ESI, EPF, free transport, G-suite IDs, maternity leave, casual leave, and on-duty allowances. The college's membership in the ICT academy allows staff members to attend faculty development programs at no cost, benefiting 120 teachers. Additionally, 43 teachers received financial support to attend conferences, workshops, seminars, etc. The institution organized number of FDPs for both teaching and non-teaching staff during the assessment period. Clear policies for administrative setup, appointments, and code of conduct are maintained, illustrated through an organogram showcasing the organizational structure of clubs, cells, and committees. Performance appraisal mechanisms of teaching and non-teaching staff involve feedback from Principal, self-appraisal, and student appraisal to evaluate. Resource mobilization strategies include transparent financial management practices, collecting fees from students, securing funds from donors, and utilizing MP funds. Regular internal and external administrative audits ensure transparency in income and expenditure. The Internal Quality Assurance Systems (IQAC) self-regulate responsibilities, adopting a participatory approach to achieve continuous improvement in quality and academic excellence, reinforcing the institution's commitment to quality management.

Institutional Values and Best Practices

Criterion 7 holds a central role in the intricate dynamics of organizational functioning, spotlighting the institution's bedrock, its core values and methodologies. These guiding principles, rooted in honesty, openness, fairness, and respect, form the moral compass and foundation for decision-making. Institutional social responsibility extends beyond profit-making, emphasizing contributions to societal well-being, environmental sustainability, community engagement, and ethical business practices. Multidisciplinary collaboration fosters cooperation across different fields for comprehensive problem-solving, and the institution actively cultivates a culture of diversity with policies for fair treatment and equal opportunities. A gender audit ensures workplace equality and inclusivity, addressing disparities with empathy. The institution integrates waste and water management, a disabled-friendly environment, and a green campus initiative, demonstrating a commitment to environmental responsibility. Green, Energy, and Environment Audits work in harmony, refining practices for sustainability. Environmental initiatives extend beyond the campus, promoting awareness and sustainable practices in the wider community. In alignment with the global imperative for energy conservation, the college has seamlessly integrated a 10 KW solar panel system with the grid, generating 12,894.8 KWH of electrical energy annually from solar sources. Active adoption of energy-saving measures contributes to power conservation. Waste management is strategically handled with appropriate trash bins and decomposing pits. Organic manure is also prepared. The institution's excellence tapestry includes the best practice "EEE: Nava Disha's Shaktishali Mahila" focusing on spiritual grounding, career guidance, entrepreneurship initiatives, and cultural preservation. The second practice, "RRR – Read, Reflect, Relate," integrates Readers Forum, Interact

IQ, NPTEL, and academic publications, ensuring a dynamic learning environment. The institution's distinctive journey aims for holistic education, fostering a transformative experience with a zero-failure rate. Personalized care, counseling, mentoring, and language-centric teaching cater to individual needs. Regular tests reinforce learning, resulting in a nearly 100% pass rate, nurturing a passion for learning, resilience, and purpose. In the pursuit of institutional distinctiveness, the focus extends beyond academic outcomes, shaping well-rounded individuals prepared to navigate the complexities of the future. In line with the NEP 2020 policy, the college places significant emphasis on fostering inclusion and equity by integrating students from socially and economically disadvantaged groups into the mainstream education system.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANNAI HAJIRA WOMENS COLLEGE
Address	ANNAI HAJIRA COLLEGE ROAD MELAPALAYAM TIRUNELVELI627005
City	Tirunelveli
State	Tamil Nadu
Pin	627005
Website	www.annaihajirawomenscollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rajab Fathima K	0462-2353067	9443123617	-	admin@annaihajirawomenscollege.ac.in
IQAC / CIQA coordinator	S Sabreen Muneer	0462-2353066	9486614034	-	sabreenmuneer.s@annaihajiracollege.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

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

Establishment Details				
State	University name	Document		
Tamil Nadu	Manonmaniam Sundaranar University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	ANNAI HAJIRA COLLEGE ROAD MELAPALAYAM TIRUNELVELI627005	Urban	3.05	6359.7

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Computer Science,	36	HSC	English	48	32
UG	BSc,Mathematics,	36	HSC	English	96	0
UG	BCom,Commerce,	36	HSC	English	128	55
UG	BA,English,	36	HSC	English	64	14
UG	BSc,Physics,	36	HSC	English	48	4
UG	BSc,Chemistry,	36	HSC	English	48	26

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				40			
Recruited	0	0	0	0	0	0	0	0	0	40	0	40
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						5
Recruited	1		4		0	5
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	2	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	19	0	19
M.Phil.	0	0	0	0	0	0	0	17	0	17
PG	0	0	0	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0		2		2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	131	0	0	0	131
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	23	13	6	8
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	106	85	93	89
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	62	37	40	37
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	115	86	67	69
	Others	0	0	0	0
Total		306	221	206	203

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	A multidisciplinary education, as envisaged in the NEP-2020 aims to develop social, physical, intellectual, emotional and moral capacities of human beings in an integrated manner. A flexible curriculum
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	<p>will facilitate creative combinations of various disciplines. As suggested by NEP-2020 and being an affiliated College, it offers a curriculum with Choice Based Credit System (CBCS) as designed by the University which instils innovation and flexibility. A holistic and multidisciplinary education, as described by NEP 2020, is indeed what is needed for the education of India to lead the country into the 21st century and hence offers various programs and courses in the faculties of Science, Commerce and Arts. The College has taken the initiative of following the curriculum and syllabi offered by the University. As suggested by NEP-2020, to make the curriculum interesting and relevant with the latest knowledge requirements and to meet specified learning outcomes, we offer skill enhancement and certificate courses which provides opportunities for Science stream students to take Generic papers from Arts background and vice versa .The existing digital platforms and the ICT based educational initiatives are practiced in the College to meet the current and future challenges in providing quality education to students studying in this College.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credit (ABC) is established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The Parent University conducted a seminar and insisted the College to create ID in connection with Academic Bank of Credits (ABC). Hence the College conducted an awareness seminar for the students explaining the procedure of registration with DigiLocker to implement the Academic Bank of Credits (ABC) which is a digital storage of Academic Bank of Credits earned by students as suggested by Digital India Corporation, Ministry of Electronics and Information Technology, Government of India, New Delhi. With regard to this an interface was created in the University-Online Portal to enter the students ABC id wherein the students ABC ids have been successfully created and submitted to the University.</p>
<p>3. Skill development:</p>	<p>NEP-2020 works towards bridging the gap by providing students with industry related skills and making them future ready professionals. The policy also recognizes the importance of soft skills such as communication, teamwork, problem solving, decision</p>

making, analytical thinking and imperative life skills. In Annai Hajira Women's College, in collaboration with Naandi foundation 631 final year students are offered 30 hours of training as a (Mahindra Pride Classroom) Certificate Course to cover English Speaking, Life Skills, Aptitude, Interview, Group Discussion and Digital Literacy. Besides, College provides skill development courses like Basics in Accounting, Tailoring, Art & Craft, Food Science, Introduction to Tally, M.S. Office & Google Apps, Medical Physics, Emergency & Medical Lab Skills, Public Speaking, Spoken English, Residential Electric Device, Fundamentals of Vedic Mathematics, Developing Soft Skills and Personality, Learn English for Life, Let's Learn to Speak Hindi, Prevention of Cyber Crimes and Fraud Management, Cosmetics and Personal Grooming, Future Splash Animation and Junior MBA. Apart from this, the College also conducts Career Guidance classes through which employability skills are given to the students. The Tamil Nadu Skill Development Corporation under the Naan Mudhalvan Upskilling Platform offers skill development programs to provide skills training and also employment to the students by offering courses like Technical Skills for Employability which comprises of Microsoft Office Essentials (offered by Microsoft), Programming Essentials for Employability which consists of Fundamentals of Coding and Cloud, offered by Smart bridge. Advanced technology for employability in life sciences consists of International regulatory requirement in goods manufacturing practices offered by Pharmagenie. Technical Skill for employability comprises of Fundamentals of Data Analytics with Tableau for which the training partner is Smartbridge. IBM Skills build offers Foundation on Cloud. STEP from Hindu group offers Content writing and marketing, and TNASDC logistics offers Freight Forwarding. The college offers an online joint skilling program for a period of 6 - 12 months by the Digital Skills Academy, IIT Madras, IITM Pravartak Foundation and Infact Pro Trainers, supported by Manonmaniam Sundaranar University. Workshops on Life Skills are held on a regular basis for students with the aim to equip them the necessary knowledge, skills and values that would enhance their overall functioning as a contributing member to the society. These workshops are interactive, participative and

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>inclusive.</p> <p>To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning at the tertiary level, language that is offered forms an integral part. Tamil that is offered as a Language under Part I and English under Part II and the Non-Major Elective courses, Soft skill courses and Inter disciplinary courses offered under the curriculum helps the students in developing language and communication skills. The College helps the first-generation students learn English as Part II language for which the College offers Bridge course for a week by the Department of English and follow up, carried out by the department. The promotion of Indian arts and culture is important not only for the nation but also for the individual. Students are taken on an excursion to places of historical importance to know about the Indian Integration and Culture. Cultural ethos manifested by the celebration of important cultural days creates cultural awareness and expression among the students which are the major competencies considered to be important to develop in student a sense of identity, belonging, as well as an appreciation of other cultures and identities. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being. All the departments in the College takes pride in organizing Expo on tradition and culture, Commerce department organized an Expo to show cast their talents in gathering information about the barter system in the ancient history, Mathematics Department about the ancient Mathematical Numerical system and field visits to places of importance like Rameswaram, Kanyakumari, Adichanallur an archaeological site in Thoothukudi district in Tamil Nadu</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>NEP-2020 advocates developing and adopting pedagogy which emphasize on holistic development of learners like experiential learning, discussion-based learning, flipped classroom etc. Outcome-based education is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course. FDP on Outcome-based education was organized for the staff members to sensitize about</p>

	<p>OBE and an awareness program for the students was organized to elaborate them about the four domains – cognitive, social, affective and psychomotor. As envisaged in NEP-2020, OBE pattern was followed in framing the question papers with evaluation of attainment of Course Outcomes and Program Outcomes. The multiple pedagogical approaches like flipped classroom, project-based learning, experiential learning, group discussions, brainstorming, role plays, field-based learning like visits to industrial units, research labs and other institutes has made teaching-learning to promote constructive learning and active involvement of learners to achieve the pre-defined goals as defined in OBE. Hence all the members of faculty of the college were made to understand these guidelines, hold deliberations and discussions and come up with suggestions and feedback through Orientation programs.</p>
6. Distance education/online education:	<p>Being a regular affiliated college we do not offer programs through Distance education. Online education provides a natural path to increase access to quality higher education. The recent rise in pandemics necessitated us to be ready with the alternative modes of quality education whenever and wherever a traditional and in-person mode of education was not possible. As envisaged by the NEP 2020, the importance of leveraging the advantages of technology and acknowledging its potential risks and dangers, the online classes were designed appropriately and carefully implemented. The College created a uniform mail id for the students for attending the classes through Zoom platform and Google meet. Tools such as two-way-video and two-way audio interface for holding online classes were employed as they are the real necessity as the present pandemic has shown. Tools like PowerPoint Presentation, smart boards, Google Classroom, Content creation using blogger, mind map etc. have been adopted vigorously by teachers. Online Internship and tally classes, through Zoom platform is also in practice. Students undertook online courses offered under SWAYAM -NPTEL and also through ICT Academy. The Tamil Nadu Skill Development Corporation under the Naan Mudhalvan Upskilling Platform also offers online courses to the students.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club (ELC) has been set up in Annai Hajira Women's College in 2018 and is functioning along with National Service Scheme (NSS). Principal is the Chairperson of the Club with NSS Program Officer being the Coordinator. One student coordinator and six students are inducted as members for this ELC. The Primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, students' co-ordinator and co-ordinating faculty members are appointed by the College. The ELC has both faculty coordinator and student coordinators, appointed by the Head of the Institution. ELC is functioning with the following objectives: To create awareness and interest among faculty members and students through awareness activities and camps. To educate the targeted students about voter registration, electoral process. To familiarize the students with Electoral Voting Machine (EVM) and to educate them about robustness of EVM and integrity of the electoral process using EVMs. To help the students understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. To facilitate voter registration and Aadhar registration for its eligible members who are not yet registered. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'. The report of the activities is available in the following link and in the College Website. https://www.annaihajirawomenscollege.ac.in/pdf/clubs_and_cells/elc_cell/electoral_literacy_club.pdf The ELC imbibe the commitment of every student and faculty to cast their vote which is the Fundamental Right.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of</p>	<p>In compliance to the directions received by the Election Commission, the NSS Unit in collaboration with ELC of the College organized a one-day Awareness, Demonstration and Training Programme on "Operating Electronic Voting Machine", in the college campus. The Polling Officers facilitated the training programme. The Polling Officers and the</p>

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>trainers explained the functioning of Ballot Unit, Control Unit, other allied functions and operations of the electronic voting machines. They demonstrated its actual functioning and interacted with the students. The training programme successfully created awareness and familiarized the students on using EVM through hands-on demonstration. It strived to achieve the core values of contributing to the national development and promoting the use of technology whereby students benefitted from this programme. The College through its Hajira Outreaching Programme for Empowerment (HOPE) sensitized the people about Voters awareness and helped them to apply for Aadhar Cards and Voters ID card.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Institution has arranged functions in the premises to conduct training program to the Teachers by the District Election Officer and they have served as a Polling Officers. Students of the Institution actively participated in the Government programs in Electoral process. A Rally was conducted to create awareness to the public about the Right to Vote. Students participated in Slogan writing, drawing competition conducted by the District Collectorate which emphasized the need for creating the knowledge about the democratic values and participation in electoral processes.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Voting which is one of the basic tenant of our thriving democracy is better understood and utilized as a right only through the means of education. The ELC conducts Voting enrolment drive conducted in the College for the students who have completed 18 years of age and the drive helped them to get registered as Voters for including their names in the Voters List by filling the forms to the appropriate bodies.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
637	738	866	1016	1028

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 78

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	38	41	44	46

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
138.71	81.19	88.79	146.02	172.78

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Our College is affiliated to Manonmaniam Sundaranar University, Tirunelveli and hence all departments are required to implement the curriculum and exam pattern prescribed by the University. Moreover, our **policy document** for Curriculum Delivery comes handy. The curriculum is displayed on the website of the college. The apportioning of **syllabus** is done according to the subject specialization through discussions among the faculty in **departmental meetings**. The syllabus distributed among the teaching staff is approved by the Principal.

The curricular plan consists of **workload, individual time table and master time table**. The HOD monitors scrupulously the daily academic work. The timetables are prepared and communicated initially to the students. During the **formal induction program, the Programme Outcomes and Programme Specific Outcomes** of the respective department are explained in detail to the students. The **Course Outcomes** are elucidated to the students in their respective classes by the teachers. The mode of pedagogy designed to be adopted in classroom is also prepared well in advance. Overall, the department ensures that the learning in the classroom is primarily students centric.

Along with the traditional mode of teaching, usage of social media such as **YouTube, Google Classroom, What's App** etc. are deftly handled in order to keep the classes more engaging, interesting and fascinating. Furthermore, our college promotes innovative, interactive and **ICT enabled teaching** in every classroom. In addition, **industrial and field visits** undertaken by students augment their acquisition of knowledge.

The **academic calendar** with all details is also very specific about the dates of Continuous Internal Assessment. It is **periodically updated and revised with respect to any changes** suggested by the Management, the University and the Government. Every department has to submit a report on how its **action plan** is complied with at the semester end. In addition, the **internal academic audit** is conducted which ensures the compliance of the schedules on the basis of the documentary evidence provided by the department concerned.

An **examination committee** comprising one head of the department, two members from teaching and non-teaching staff ensures that the academic calendar is strictly adhered to and CIAs are conducted as per the schedule. The proposals for the conduct of internal examinations are finally approved by the Principal. The entire academic exercise with respect to **timetable, curricular plan, record of classwork, question paper setting, continuous internal assessment, students' assignments** are carefully carried out under the supervision of the Principal. The advanced methods of teaching and also the commitment and dedication of the teachers ensures a healthy growth among the students. One strategy is to identify

advanced learners assess them with a tailored mechanism and form a **Rank Club**.

The **IQAC and Principal monitor the syllabus coverage** periodically. The college effectively carries out internal evaluation as per the guidelines given by the university. The **examination records** of the students **and result analysis** are maintained. At the end of the term or year the performance of the students are evaluated and based on their feedback, further constructive steps are under taken.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 19

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 98.16

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
574	738	858	1011	1025

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Our institution offers a paper on **Environmental Studies, Value Based Education and Personality Development** to our students and the faculty keenly enlighten the students on these vital aspects of human development. All departments in the institution have courses in their curriculum which incorporates cross cutting issues with respect to Gender, Environment and Sustainability, Human Values and Professional Ethics. Naan Mudhalvan platform provides dynamic information for college students on courses and relevant information about industry specific skill offerings and impart various skill trainings based on industry gaps. Various programmes are taken up by the college, thus sensitizing our students about the significance of these cross-cutting issues.

CCI both in Curricular and Co-Curricular Activities

- **Professional Ethics**

The much-acclaimed course, Personality Development is part of our curriculum. The salient features of this course actually sharpen the Professional Ethics of our students. Some of the courses are **Soft Skill Development, Entrepreneurship Development, Business Models, Media Studies, Tourism, Organizational Behavior**. In the context of emerging scenario in the world of corporate culture and government endeavors the most demanding professional skills are imbibed by our students. The

industrial visits and field work that our students undertake also equip them with the most elegant Professional Ethics.

- In addition to spelling out in detail the gender issues through a course titled **Women's Writing**, our institution periodically conducts a number of programs so as to give more awareness on the social scourges such as gender-based discrimination, gender inequity and so on.
- **Human Values**

It is of great advantage for us to delineate on Human Values because some of the courses offered in our institution elaborately illustrate this particular aspect. Almost all departments focus on Human Values because this key aspect is an integral part of their syllabus. Topics such as **Social Justice, Communal Harmony, Human Rights, Social Service, Moral Values, The Culture and Heritage of the Tamils, Social Discrimination on the basis of caste and religion** etc. are effectively taken up for discussion in the classrooms.

Apart from curricular activities, Human Values are imparted to our students through different co-curricular activities in the campus and outside. The **moral instruction classes** for non-Islamic students and the **teaching of Islamic Doctrines** and code of conduct to Muslims have a great bearing on the very nature and manners of our students. Taking up **cleaning activity** in our environment and offering **music therapy to cancer patients** are some of the activities that inculcate the importance of Human Values in our students.

- **Environment and Sustainability**

Environmental disaster is the major issue that the mankind faces presently. It is the bounden duty of every individual to keep the environment safe and secure. The course Environmental Studies highlights all the issues that threaten our very existence. In commemoration of the **World Environment Day**, our institution highlights the importance of preservation of nature and pollution free life. The measures that we take in order to ensure sustainable existence of all species in the world will have to be inculcated to each and every one of us.

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

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 81

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 516

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 56.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
208	206	223	309	334

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
432	432	462	462	462

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 73.76

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
97	99	98	129	128

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	161	145	141

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

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 15.93

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

Response:**Experiential Learning:**

Experiential learning is the cornerstone of our college's educational approach. It is a dynamic pedagogical method that goes beyond traditional classroom learning. Through various avenues, we engage our students in active participation, allowing them to not only gain knowledge but also apply it. Here, we present an overview of the various initiatives and their outcomes that have enriched our students' educational journey

Inter-collegiate and intra-collegiate competitions offer students the opportunity to showcase their talents and skills. These events encourage healthy competition and collaboration, enhancing their abilities in diverse areas. Participating in national and state-level competitions exposes our students to a broader platform. It challenges them to excel at a higher level and fosters a sense of national and regional pride. Incorporating quizzes into the classroom and organizing a Quiz Club promotes a culture of intellectual curiosity and quick thinking.

Participative Learning:

Through field visits, industrial visits, internships and engagement with forums like the Readers Forum and Vasagar Mandram, students gain practical exposure to real-world scenarios. Encouraging peer teaching enables students to share their knowledge with one another. This fosters a collaborative learning environment and reinforces the mastery of subjects. Equipping students with skills in spoken English and cyber security is essential in the modern world. Through the Science Expo, our students get the chance to apply their theoretical knowledge to practical projects. Student and staff exchange programs broaden horizons and promote cultural exchange. Completion of SWAYAM NPTEL courses and obtaining certificates by our faculty and students indicates a commitment to continuous learning.

Problem Solving Methodologies:

Debates and group discussions in the classroom encourage critical thinking and persuasive communication. Solving scientific puzzles in the Science Expo refines problem-solving skills. The completion of subject-based projects and those under the Naan Mudhalvan Skill Development Program demonstrates the application of knowledge.

ICT enabled Teaching

Our staffs have embraced modern technology, utilizing Google Classroom for seamless communication and resource sharing. Additionally, we have established dedicated blogs for each subject, ensuring that students have easy access to a wealth of e-content, enhancing their learning experience and fostering self-directed learning.

Outcomes:

The outcomes involve

- Increased self-confidence, a broader perspective and a stronger competitive spirit.
- Heightened intellectual agility, improved retention of knowledge and a deeper understanding of

subjects.

- Improved and communication skills, as well as a sense of responsibility for their peers' learning.
- Enhanced communication skills, increased employability and heightened awareness of cyber security threats.
- A more global perspective, cross-cultural competence and improved interpersonal skills.
- Enhanced subject expertise and increased employability.
- Practical skill development, creative problem-solving and a sense of social responsibility.
- Critical thinking, problem-solving skills and the development of creative scientific models.
- Improved analytical thinking, better argumentation and a stronger ability to tackle complex challenges.
- Practical skill development, creative problem-solving and a sense of social responsibility.
- Enhanced student engagement in the digital learning environment.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 99.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	39	41	44	46

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last

five years (consider only highest degree for count)

Response: 59.81

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	24	21	24

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

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Transparent and Equitable Internal Assessments

Our institution prioritizes transparent and equitable internal assessments as the foundation of our Continuous Internal Assessment (CIA) system, guaranteeing comprehensive and fair evaluations for our students. The process commences with meticulous planning and a well-structured timetable for the CIAs is prepared and shared with students well in advance. This transparent scheduling not only aids students in effective time management but also for planning for the CIAs and eliminates any uncertainty regarding examination dates.

Planning and Transparent Scheduling

Our CIA system heavily relies on the active involvement of our dedicated teaching staff. They participate

in several critical aspects of the process, including formulating questions for internal assessment under the guidance of Heads of Departments (HODs). These questions are thoughtfully designed to align with Bloom's Taxonomy, a pedagogical framework that encourages the development of higher-order thinking skills. This alignment plays a pivotal role in nurturing a profound understanding of subjects and enhancing the critical thinking abilities of our students. Answer scripts are carefully archived within departments, enabling students to review their performance and seek clarifications. Additionally, marks from internal assessment are regularly communicated to both students and their parents, fostering open communication and accountability, facilitating timely support and nurturing student responsibility.

An integral component of our CIA process is the resolution of grievances. We acknowledge that students may encounter issues or concerns related to the internal assessment. To address these matters, we've established a Grievances Redressal Body (GRB) comprising the Principal, teaching staff and non-teaching staff. This body is dedicated to addressing grievances in a time-bound, transparent, impartial and ethical manner. It's essential that our students are well-informed about the constitution of the GRB, ensuring they are aware of the available avenues to address any concerns they may have.

Grievance Resolution with the Grievances Redressal Body (GRB)

The GRB plays a crucial role in ensuring that grievances related to evaluation, question-paper discrepancies, or other assessment-related issues are resolved promptly. In the rare event of a significant lapse, the GRB takes swift corrective action, ensuring that students' concerns are addressed within a week. This commitment to rectifying any issues in a time-bound manner reflects our institution's dedication in providing a supportive and responsive environment for our students.

We also acknowledge that emergencies or unforeseen circumstances can sometimes prevent students from participating in regular Assessment Tests. To accommodate such situations, we offer opportunities for students to retake tests at the departmental level, ensuring they have a fair chance to demonstrate their knowledge and abilities. This practice aligns with our institution's principles of fairness, compassion and a sincere commitment to the well-being of our students.

Outcomes

Our institution's transparent approach to conducting internal assessment and addressing grievances has yielded positive outcomes. It has significantly enhanced academic performance, fostered robust student-teacher relationships and established a dependable channel for grievance redressal. Our dedication to continuous improvement and accountability in this process underscores our commitment to providing a nurturing and supportive educational environment.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Introduction

Our faculty aims to provide excellent education by following the University's learning objectives. Our Orientation Programme for Outcome-Based Education is crucial for promoting fairness, transparency and educational improvement. It's at the core of our commitment to high academic standards.

Integration of Bloom's Taxonomy

As an Affiliated College, we unwaveringly uphold the University's Educational Standards. We have smoothly integrated Bloom's Taxonomy into our teaching methods, using it as a guide. Our faculty applies this framework when creating questions for the Internal Assessment,

Transparency and Accessibility:

The University's prescribed POs, PSOs and COs are readily accessible to our stakeholders as we diligently upload them on our College Website. During the Orientation Programme, a comprehensive explanation of these educational objectives is provided to our students, ensuring complete clarity. The lesson plans, prepared by our faculty, offer a clear and structured outline of the expected learning outcomes, along with the pedagogical methods employed to keep students engaged and motivated.

Early Focus on COs:

Our dedicated subject teachers take the initiative to enlighten students about the specific COs associated with their courses right from the beginning of the academic year. This early focus ensures that students are well aware of the learning goals and can actively work towards achieving them. The integration of COs into the curriculum adds a layer of coherence and purpose to the learning process.

Insights from Internal Examinations:

One of the key benefits of this approach is the insights gained from the questions posed in Internal Assessment. These assessments provide valuable feedback about the extent to which students are achieving the expected COs. The questions, designed in accordance with Bloom's Taxonomy, help gauge the depth of knowledge and skills acquired by students.

Outcomes:

As a result of our commitment to aligning with the University's Educational Goals and integrating Bloom's Taxonomy, our institution has witnessed several positive outcomes. Students are not only well-informed about the learning objectives but also actively work towards achieving them. The Internal Assessments, designed in sync with Bloom's Taxonomy, provide an accurate assessment of students' knowledge and skills. Faculty members, equipped with effective delivery techniques, are better able to

impart varied skill sets and foster effective communication competence among students. Moreover, this approach enhances the overall academic performance of our students, ensuring they are well-prepared for their future endeavors. It cultivates a culture of excellence and accountability, further strengthening the reputation of our institution.

In conclusion, the commitment to aligning with educational goals, as exemplified by our Orientation Programme for Outcome-Based Education, has paved the way for academic excellence and holistic development at our institution.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Introduction

Continuous student performance evaluation in education is vital to assess course effectiveness. This involves conducting three Internal Assessment Tests per course, reflecting diverse cognitive levels. These test results determine attainment levels, offering educators valuable insights into teaching methods and curriculum quality.

Utilizing Bloom's Taxonomy

Bloom's Taxonomy offers a structured approach classifying cognitive skills into six distinct levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. By incorporating questions that align with these cognitive levels, we can assess not only the students' ability to recall facts but also their capacity to apply knowledge, analyze information critically and evaluate various aspects of a subject. This approach ensures a well-rounded evaluation that goes beyond rote memorization and assesses students' critical thinking and problem-solving abilities.

Attainment Level Calculation

To find the attainment level for each Internal Assessment Test, the percentage of students who score 50% or higher are considered. If over 70% achieve this, attainment level is 3, which indicates a high score. Between 60% and 70% achievement, the attainment level is 2, which is a satisfactory performance. If it is 50% to 60%, the attainment level is 1, which is an indication for improving teaching and learning

Averaging Attainment Levels

The attainment levels for all three Internal Assessment Tests are calculated individually, allowing us to pinpoint specific strengths and weaknesses in students' performance throughout the course. Once these individual attainment levels are established, we take the average of the three, providing a holistic view of a student's overall achievement. This final average serves as the attainment level for particular course.

Program Outcomes

The attainment levels for individual courses are integral in assessing the attainment of program outcomes. These program outcomes encompass the broader objectives of an academic program and often involve a combination of skills and knowledge from multiple courses. By aggregating the attainment levels of all courses within a program, we gain valuable insights into the overall effectiveness of the program in equipping students with the desired skills and knowledge.

Outcome

The assessment of course and program outcomes through Bloom's Taxonomy-based Internal Assessment is a systematic and effective approach to evaluate students' cognitive development and program effectiveness. By considering the attainment levels of individual courses and aggregating them for program outcomes, we can make data-informed decisions to enhance our teaching methods and curriculum design. This data-driven approach ensures that education is not just a one-way transmission of information but a dynamic process that continually adapts to meet the evolving needs of our students and society.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 96.71

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
176	253	275	304	255

2.6.3.2 Number of final year students who appeared for the university examination year-wise

during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
181	265	277	309	274

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.85

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0.12

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.1225	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

As a higher education institution, we are earnest about embarking on an ecosystem for innovation. Our institution has geared up to provide a congenial atmosphere for research and transfer of knowledge. An array of initiatives is undertaken which have started bearing fruit. Our faculty members orchestrate their talents in the form of publishing articles in reputed journals and presenting papers at National and International conferences and seminars and contributed to 75 publications with ISBN numbers and published their articles in 67 research journals with ISSN number.

Seminars and Workshops for Life Skills

Our Institutional Innovation Council, functioning under the guidance of the Ministry of Education, has rolled out a battery of creative schemes. Seminars and Workshops are frequently conducted on Intellectual Property Rights, Innovation and Eco Systems and Entrepreneurial Development.

Incubation centre was started to support students and Alumnae who are interested in starting their business. These centers offer a variety of resources and services to help student entrepreneurs develop their ideas, refine their business plans and launch their ventures. Under this incubation centre, the students are given training to become young Entrepreneurs through Mushroom Cultivation, Millets Sales and Exhibition.

With a view to nurturing the budding graduates and to enhancing their employability quotient, the Entrepreneurship Cell launches an array of initiatives that resonate rapidly with evolving industrial requirements.

Collaborating with ICT Academy, seminars and soft skill training programs are conducted for our students.

In Collaboration with SIVARAJVEL IAS Academy, we are conducting the Career Guidance Classes to the aspiring students. The faculty of the training institution handles the classes twice a week. Adequate study materials are provided to the students by the academy, and frequent tests are conducted under the supervision of our staff members.

Library facility and Lab facility

There are 8700 books in our college library for the students' reference and research purposes. The library was partially automated. There are seven computers in our library with Wi-Fi facilities.

A Well-Equipped Laboratory facility is provided to the students of the department of Computer Science and Commerce pursuing their practical classes in accordance with the curriculum.

Use of technology in classes is inevitable, especially during pandemic and emergency situations where blended teaching and flipped classes are adopted. Eight ICT boards are installed with WiFi Facilities.

Start up Programmes

- Internship by a social media analyst Mr.S.Santhosh Kumar
- Ways to Improve Innovative Skills by Dr.V.Ullagammal, Assistant Professor, Students Start-Map for Small Business by Dr.A.Aruna Devi, Assistant Professor
- Nurturing Graduates on Industrial Readiness by Mr.K.Arul, an expert in Logistics
- A workshop on IPR by Mr.K.Arun Kumar, a certified entrepreneur and certified patent agent and Mr.M.Siva Baarathi, an International Labour Organization Trainer are a few highly inspiring initiatives that imparted business insights in our students and expertise to leverage their intellectual and emotional capital and to venture out to thrive independently. As a part of the Internship Activity, we make our students create a Webpage on WordPress.com and sell their product online.

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

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 101

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
34	35	11	14	7

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	7	8	9	1

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	29	4	6	9

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

A systematic plan and event calendar is prepared every year with an aim to extend services in the neighbourhood community and sensitize students towards social issues and holistic development

The college organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. The college runs effectively National Service Scheme, Hajira Outreaching Programme for Empowerment (HOPE), Enabling Youth Enrichment (EYE) and Youth Red Cross. Through these units, the college undertakes various extension activities in the neighbourhood community.

NSS organizes a residential seven-day camp in nearby adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness, tree plantation, social interaction, Group discussion Eradication of superstition, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Health check-up camp, Veterinary guidance., etc. and the ideal of self service.

Other than NSS and YRC units, the various departments of the college is conscious about its responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic eradication, Giving Music therapy to cancer patients, organizing visit to Orphanages and Anganwadi, Voters awareness, Blood group detection, Health check-up camps, Dental checkup camp, Eye camp, Free Siddha Medical Camp etc., All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

A firsthand experience of acknowledging the pathetic life condition of people is a lifelong lesson to a student, so that they nurture a desire to acquire commendable leadership qualities to see India freed of poverty, Corruption, Criminality and exploitation. It is how our students step out of our institution as fully developed wholesome personality. Various activities which have contributed towards patriotism, national services and students are briefed in the additional information.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

National Service Scheme Unit No. 169 of Annai Hajira Women's College has been actively engaged in a series of extended activities and awareness programs for the past few years. These initiatives have garnered recognition and appreciation from Govt/Government Recognized Bodies. Many appreciation awards have been received for various awareness programs and camps, like breast cancer, eye donation, Thirukural Kelvi Selver-2020, Best Practices on Prevention of Corona Virus Disease and Best Teacher award.

Music Therapy for Cancer Patients: As part of our ongoing efforts to the well-being of the community, our program officer, Dr.T. Ramalakshmi, and students visited Tirunelveli Medical College on March 27, 2020 and engaged in a heartwarming and therapeutic gesture by singing songs for cancer patients. This act of music therapy has shown numerous benefits for cancer patients in various stages of their journey. It helped them to alleviate physical and emotional distress and reduce anxiety.

Raising Awareness about Eye Donation: One of the notable events was the successful formation of human chain on September 6, 2022 for creating an awareness about eye donation. This event was carried out in collaboration with Dr.Agarwal's Eye Hospital, Tirunelveli. The dedication and commitment shown in spreading awareness reached the public for advocating eye donation.

Breast Cancer Awareness Human Chain: On October 18, 2022, our institution actively participated in a Breast Cancer Awareness Human Chain event during Pink October. The students and staff together formed a human chain to promote awareness about breast cancer, emphasizing the importance of early detection and preventive measures. This initiative was appreciated by Kaveri Hospital in Tirunelveli, for reinforcing our commitment to community welfare.

Planting One Crore Palm Seeds: In a remarkable endeavour, our program officer and students were recognized by the Green Needa Environmental Organization and the Tamil Nadu National Service Scheme for their exceptional commitment to environmental conservation which was a Guinness record. On October 1, 2023, our college took part in an initiative to plant one crore palm seeds in the east coastal areas. Students' contribution to the well-being of the environment was widely acknowledged and appreciated.

Staff involvement and recognition: The involvement of our staff have gathered many awards like Thesaththin Olichudar Viruthu, Thesaththin Chakra Viruthu, Gnana Sudar Chakra Award and the Outstanding Educator 2022 award from Accent Techno Soft. Arivu Sooriyan and Mozhi Chemmal awards were received by our staff for two consecutive years during our Chief Minister M.K.Stalin's birthday. Many awards like Arivar Vidivelli Viruthu on Ambedkar Birthday, Painthamizh Aasaan Viruthu on Paaventhar Bharathidasan Birthday, Meignanam Olichemmal Award, Peraasiriyar Kalaimani Award, Moulana Abul Kalam Azad National Education Award 2019, Kalam Samooha Kavi Sirpi Award on Kalam's Birthday, Kalvi Gnani award, Best Faculty Award, Covid-19 Combatants for Promoting safety Covid19 were also added for our achievement. Annai Hajira Women's College and NSS consistently demonstrate to good causes and community service, earning recognition and awards for

ongoing commitment of dedicated service. These activities reflect not only the dedication of our team but also their valuable support and collaboration from the communities.

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

3.4.3

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

Response: 33

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	4	7	6

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

3.5 Collaboration

3.5.1

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

five years.

Response: 05

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The college campus covers an area of 3.05 acres, with a building consisting of a ground floor and two additional floors built between 2005 and 2018. The campus includes 21 classrooms that are spacious, well-lit, and have proper ventilation. These classrooms can accommodate 50-60 students each, and there are 8 classrooms equipped with ICT technology.

Each department is furnished with essential electronic devices such as laptops, printers, scanners, modems, and notice boards to facilitate effective communication. Additionally, the campus boasts a Seminar Hall equipped with modern ICT resources, suitable for seminars, conferences, workshops, and exhibitions.

The college boasts a well-stocked library with a wide range of books, journals, magazines, newspapers, and computer facilities with internet access. The campus also includes four laboratories, consisting of computer and commerce labs with air-conditioning, a physics lab with a dark room, and a chemistry lab with a designated area for chemical storage. In order to ensure the safety and security of the network, the institution has implemented high-speed internet and cyber security measures in the computer labs.

The college offers on-campus amenities such as a well-organized ladies' hostel, with recreational space and designated study areas. The premises are carefully monitored using a total of 33 CCTV cameras.

Students have the opportunity to engage in a variety of sports and games, both indoors and outdoors, to promote physical and mental fitness. Furthermore, the college facilitates the emotional well-being of students by conducting Yoga and Meditation classes in the Yoga Centre, and encourages active participation in extension activities such as sports, the National Service Scheme (NSS), and the Youth Red Cross (YRC) programs in accordance with university guidelines. Additionally, a Fitness Centre is provided on campus to cater to students' physical well-being. Lastly, the recreational center accommodates Muslim students by offering a designated space for prayer.

The Fine Arts Committee aims to encourage and involve students in cultural events at different levels within the university, including inter-departmental and intercollegiate activities.

The campus cafeteria ensures the provision of hygienic and nutritious food.

The Health Club offers basic medical services and emergency treatment with the assistance of a Consultant Doctor and a Dietitian.

The institution prioritizes eco-friendly practices such as rainwater harvesting, solar energy usage, and an efficient waste water management system.

To guarantee uninterrupted power supply, a 25 kVA generator is in place. Pure drinking water is made available through the use of water purification units.

The campus is designed to be accessible for differently-abled individuals, with facilities like ramps. For the convenience of students, there is an affordable Annai Hajira stationery store. Further more, the campus provides designated spaces for women's redressal, student counseling, and grievance handling. Ample restrooms are also available for both staff and students on every floor.

The management offers a well-organized transport facility that is accessible to both students and faculty members. There are designated parking areas for college buses, cars and motorcycles. Thus the institution provides conducive environment for teaching and learning process.

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

4.1.2

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

Response: 19.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
34.02	17.23	12.87	6.48	53.49

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college's library is housed in a separate building on the campus, covering an area of 3003.00 square feet. It consists of both a stacking area and a reading section for both students and staff. The library operates six days a week, from Monday to Saturday, with hours from 9:30 a.m. to 4:00 p.m. During holidays and vacations, it operates from 10 a.m. to 4 p.m., and during examination periods, it extends its hours from 9:30 a.m. to 5:15 p.m.

To fulfill the academic, moral, and spiritual needs of faculty and students, the library houses 8700 books and 7 different newspaper editions in both vernacular and English languages. There is a facility for open access resources. These resources contribute significantly to the institution's growth. Each book is well-organized, labeled with barcodes, and carefully shelved. Department-specific books are arranged separately and old and rare collections are well-preserved.

Over the past three years, an average of 792 books has been added to the library's collection. Additionally, the library displays job opportunity advertisements from newspapers and the internet on its notice board to assist students in their future ventures. The notice board also features newspaper clippings highlighting socially relevant issues and everyday events. A suggestion box is provided for library users to submit feedback and address any grievances.

The library began its partial automation in 2018 and now operates with Koha software version 19.05.12.000, running on the LINUX operating system since 2021. The library is digitalized with an Online Public Access Catalog (OPAC) to enable students to search for book titles and accession numbers. Koha utilizes the MARC (Machine Readable Cataloging) protocol to guarantee seamless compatibility between Koha and other systems. Braille Blaster software is available for the differently abled students.

The library is equipped with seven computers, offering Wi-Fi access at a speed of 150 Mbps. Four of these computers are used for Koha Server, Gate Entry, OPAC and Circulation, while the remaining three are available for students with free internet access. A Barcode Scanner is available for book access and a QR code reader is provided for student and staff entry.

Different sections within the library include the circular section, digital section, reading area and reference corner. The library collaborates with the Tamil and English departments to conduct readers forum, allowing both staff members and students to share book reviews. Special events and Library day are celebrated.

Students can borrow up to two books at a time, by renewing or returning at an interval of every 15 days. Failure to return or renew a book within the specified time frame is considered overdue. Students are encouraged to protect library books by covering them when borrowing. Additionally, an orientation program is conducted for new users.

Reprographic services are available, and back volumes of university examination question papers can be accessed. Most subject materials and lecture contents from NPTEL are available online for the benefit of students. Students are also encouraged to donate books on special occasions

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

- Our institution's IT infrastructure encourages, optimizes and enhances the distribution of information to students. It results in better teaching techniques and enhanced student learning.
- IT infrastructure and related facilities have frequently been expanded as needed. The total number of computers available in the campus is 78, from that computers used exclusively for academic purposes are 68.
- Desktops in the campus have been upgraded from Dual core to core i3 processors in 2022.
- The Internet Service provider of our college is BSNL Fibre Cable of speed 200Mbps of leased line (1:1).The Wi-Fi and Internet facility is available 24 x 7 inside college campus.
- BSNL modem is available separately in Principal's office, Administrative office,

IQAC room, Computer Science Laboratory, Commerce Laboratory and Library. Additionally, each department is provided with a Laptop, printer-cum-scanner and a Modem for Internet.

- There are 8 ICT Enabled Classrooms that include Smart Room and Seminar Hall are fully equipped with UPS, LCD Projector, Smart board/Screen and Bluetooth Enabled Speaker.
- The Students are permitted to use computer laboratory for project work and also allowed to use the lab after stipulated hours.
- The college has ICT Academy institutional membership for holistic service of students and faculty through Skill Development Programs, Youth Empowerment Programs, Faculty Development Programs, etc.,
- Apart from the chalk and talk method, our faculties enable their classes through Google Classroom, Google Meet, Zoom, etc., This facility enhances effective transactions in the smart classrooms as well as efficient administration at the college level.
- We are keen on updating the facilities each academic year to guarantee efficient work throughout time.
- Software applications, Uninterrupted Power Supply (UPS) and Generators are checked at the beginning of every semester according to the students needs.
- A separate LAN facility is available in College library
- A barcode scanner installed in the library makes it simple for students to enter and make book transactions.
- During the warranty period the computers and their accessories are maintained by the vendors. Scheduled maintenance is carried out by the system administrator.
- Based on the criticality of the problem the experts from outside are also requested to service the systems.
- To deploy and upgrade the IT infrastructure and associated facilities, the college swings into action on upgrading internet bandwidth with Wi-Fi modem all departments.

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

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 9.37

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 68

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 4.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.25	7.68	1.11	8.07	6.41

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 13

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	93	101	126	175

File Description

Document

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

[View Document](#)

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

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 60.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
575	266	0	829	928

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 31.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	86	106	96	35

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
190	255	284	299	262

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 0.11

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 7

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

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

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 65.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
62	74	26	141	24

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Annai Hajira Women's College Alumnae Association is proud to have organized several events and raised some reasonable funds for the welfare of our institution. Of late, the activities of this association have gathered momentum in such a way that the alumnae add strength to this forum by roping in the services of their friends also.

Having so far conducted a few rendezvous, the Alumnae Association is poised to grow from strength to strength. Every alumnae gathering is a joyful and unforgettable experience for both the institution and its alumna to re-connect for numerous reasons and especially to reminisce their memorable experiences etched in their minds. It provides a wonderful opportunity to discuss fund-raising strategies for the development of the institution. Three Alumnae Meetings for the year 2018-2019 were organized on 6.10.2018, 15.12.2018 and 12.01.2019 specifically to give information about NAAC process and to help Alumnae realize our future goals. The day witnessed a huge gathering from near and far away places. The alumna shared their sweet memories.

The next meeting for the year 2019-2020 was organized on 12.01.2020 to discuss about the Alumnae contributions to support infrastructure development.

Activities and Contributions

Even during the covid pandemic situation, the online Alumnae Meeting conducted on 17.11.2021 through Google platform enabled many Alumnae even from Abroad to reconnect with the Alma mater and share their views on current Education System.

Few other meetings on 09.06.2022, 09.04.2023 and 06.05.2023 made the Alumnae to make contributions through which the College was able to create an Herbal Garden, Rose Garden and purchase computers, printers to the tune of Rs.1.35 lakhs and also to discuss about the New Education Policy (NEP) implemented by the Central Government.

A few of the outstanding Alumnae are invited for meetings at the College to interact with their professors and express their valuable views, so that the college can modify its course curriculum for certificate courses offered by the College and to give feedback on University Curriculum.

The functioning of our Alumnae association serves as a meeting point wherein the alumnae

highlight the challenges of the world outside and upon the urgency for a drastic transformation in the way the students are to be nurtured and cultivated to stay afloat in the confused future world. Secondly, the alumnae association must comprehend the financial constraints of the institution and be in the forefront in marshalling human and monetary resources to set up development activities.

An alumna of ours who is financially well settled sponsors for an economically weak student, all through her academic career. The funds received annually from most of our alumnae are spent towards infrastructure development and student welfare activities.

Our alumnae association serves as a platform for the students to strive for their wholesome development. The main aim of alumnae association is that it provides social and economic support to the economically backward students. It also aims at helping those students to land in good jobs or venture as entrepreneurs.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

INSTITUTIONAL GOVERNANCE

The institution is governed by As-Sathiq Educational Society, Melapalayam, Tirunelveli, Tamil Nadu, South India.

The Vision of the College is to empower Women especially Muslim Community and underprivileged society through cost-effective, holistic and exemplary education.

The Mission of the College is to promote skills, values and knowledge through established and emerging technologies, to instill a sense of self-esteem and self-confidence to face the challenges of life.

The governance of the institution is spearheaded by the Governing Council which comprises of the President, the Secretary, the Treasurer and the Executive Members. The Governing Council is the apex body that administers the college in consonance with our Vision and Mission.

Being affiliated to Manonmaniam Sundaranar University, all curricular, evaluation and examination decisions are under the supervision and directives of the University. Internally, the nature of governance is democratic and participative. Principal is the head of the institution and the Vice-Principal acts as the second-in-charge. It is a two-tier functional departmentation – the academic and administrative.

VISIBILITY OF INSTITUTIONAL GOVERNANCE AND LEADERSHIP WITH NEP 2020

The mission and goal are adapted dynamically and continually to the needs of emerging educational system such as the implementations of the NEP 2020. This new policy has paved in several ways in improvement for all-round development of the students. With the context of rapid globalization, the importance of clear and effective communication has substantially increased. Courses under this new policy have been designed to meet the needs of students, whose communication skills – it verbal or non-verbal, will greatly be enhanced after learning this course. The teachers play the role of leaders.

The Head of the Institution and the Heads of the different Departments along with the faculty members ensure that the College maintains a strong academic environment. Strong man-power management is the key factor in the well-functioning of the governance to inculcate decentralization. It is one of the aims of the institution to uphold this power as all stakeholders, from teaching to non-teaching, as well as students are given appropriate opportunities befitting them, like their participation in various Clubs and Cells, organizing Fine Arts Day, Sports Day, College Day and important National and International Days and

to continuously develop, improve, innovate, initiate, organize, train towards making learning student-centric, quality assured and enriching.

This is the real goal of education, fostering each learner to strive for excellence, if not perfection. This truth prevails in the hearts of young minds and no negativity hinder their thoughts. The institution also put utmost importance in the career advancement and professional ethics of the teaching faculty, as well as non-teaching staff. Professional development programs are therefore regularly organized by the institution, whereby faculty and staff members are encouraged to attend seminars/workshops within and outside the state.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

PERSPECTIVE PLANS

The Institution has deployed its perspective plans to systematically evolve its academic, research and infrastructural development.

The ICT enabled classrooms has been enhanced to enrich the teaching learning process.

EYE is an on campus initiative specifically to identify, shape up and hone the diverse skills of the students and also enhance their employable competencies.

HOPE was established to empower the target community by providing (Enabling the Youth for Enrichment) them resources, skills and knowledge that enhances their well being. By this students would realize the challenges and difficulties faced by the local community.

Membership with ICT Academy and NPTEL local chapter enables the students to uplift their proficiency and knowledge and to make students employable in the industry.

Students and Faculty Exchange Programme, MOUs with institutions and industries enable the students sharing of academic knowledge and to gain skill sets that are suitable for the demands of labour market.

Installation of Solar Panel is a great idea due to the fact that it helps in reduction of costs associated with providing electricity to the institution.

FUNCTIONING OF BODIES

The various institutional bodies effectively function in consonance with our policies and objectives. The **Asathiq Educational Society** is the force of motivation and the driving force in all our academic activities. **The Governing Council** is primarily focused on the academic growth of our institution pooling the required resources, establishing infrastructure, patronizing the Principal and keeping the entire faculty in good spirit.

Principal oversees the entire gamut of work and spurs the growth, both academic and non-academic.

The IQAC consists of the Secretary as Management Member, the Principal as Chairperson, senior faculty as coordinator and representatives from teachers, administrative staff, students, alumna, local society and industrialist which aims at attaining quality enhancement in teaching and administration.

The Academic Council deals with controlling and regulating teaching and examination of the College.

The HODs stand head and shoulder above others in monitoring all activities at the micro level. They manage workload assignment, facilitating communication within the department, addressing student concerns & academic issues.

The Planning and Monitoring Committee has been formed for planning, monitoring and evaluating various academic, administrative, curricular and co-curricular activities.

The Continuous Internal Assessment System (CIAS) is very actively undertaken by a team of teachers in **the Examination Committee**. They take strenuous efforts in the smooth conduct of CIAS.

The **Grievances Redressal Cell** deals with all types of grievances, complaints from students and faculty and other stakeholders.

RECRUITMENT OF STAFF

The institution follows a transparent mode of selection process. To fill up vacancies, advertisements are given for the required jobs in leading newspapers. The selection process commences from sorting out candidates in adherence to UGC norms followed by a constitution of a selection panel from the University. Communication is duly sent to the persons selected for the interview. The interview committee accords top most priority for academic merit, sticks to UGC norms, and evaluates the candidate's instinctive inclination for teaching and overall attitude and aptitude.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System

This system appears to be comprehensive and multi-faceted, incorporating various perspectives to ensure a fair and thorough assessment of staff performance. The appraisal system considers essential features,

contributions of teachers, and aims to enhance their caliber. The Yardstick includes output in University examination results, commitment, up gradation of qualification, subject knowledge, research contribution, and involvement in both curricular and co-curricular activities. Feedback from students is collected, providing insights into the perceived effectiveness of teaching staff. The performance evaluation for non-teaching staff considers a range of important qualities like patience, work accuracy, co-operation with others etc., Self-appraisal forms are distributed among the teaching and non-teaching staff, encouraging them to evaluate their own performance. The Principal plays a crucial role in assessing the performance of teachers and non-teaching staff, providing recommendations based on predefined parameters. Performance is rated by averaging scores obtained from students' feedback, self-appraisal and assessment by Principal.

This multi-dimensional approach ensures a more comprehensive understanding of each staff member's contributions and areas for improvement. The system includes a counseling component for staff members who receive poor assessments, offering support and guidance to help them improve. The overall aim of the performance appraisal system is presented as a guiding principle, suggesting that it serves as a framework for continuous improvement and development.

Welfare Measures

The Management provides welfare measures for the betterment of teaching and non-teaching staff like

- Employee's Provident Fund
 - ESI benefits and also additions as Employer share for staff members having salaries that exceed the maximum limit for ESI coverage.
 - Festival Advance and Bonus.
 - Increment in Salary.
 - Salary Hike after attaining UGC prescribed Qualifications.
 - Free Accommodation with food to staff staying in hostel.
 - Leave Facility - Casual leave, Maternity leave and Medical Leave are provided to staff upon providing valid and substantiated reasons.
 - On duty facilities are offered to facilitate the staff to attend seminar, workshops, conferences, FDP and as resource persons in other institutions and for the fulfilment of special duties and responsibilities assigned to them by the institution.
 - Faculty Development Programmes and Orientation programmes are organized by the institution for Professional and Career development of teaching and non-teaching staff.
 - Two sets of uniforms are offered by the management to Watchmen, Office Assistant and bus drivers.
 - Free transport facility for staff, makes the daily commuting hassle free.
 - Every Academic Year, a staff tour is organised with the financial support of the management.
 - The staff attending Seminars, Workshops, Faculty Development Programmes and Conferences in other institutions avail reasonable monetary assistance from the Management.
 - The teaching and non-teaching staffs are hosted with a feast during festivals.
 - The Staff Welfare Committee is very active in addressing their concerns and complaints.
 - Email ID using domain name of the college is provided to the teaching staff and non-teaching staff.
 - ICT membership is in operation for professional updating of teaching staff.
- The existing welfare measure makes staff happy, healthy as a family with great content.

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

6.3.2

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

Response: 20.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	8	3	5	7

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 33.45

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
26	25	28	15	1

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	14	14	16

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The mobilization and utilization of financial resources within an educational institution play a pivotal role in its sustainability, growth and the provision of quality education.

The institution has strategies for mobilization and utilization of resources, it conducts internal and

external financial audits regularly.

Mobilization of Financial Resources

Diversification of Income Sources: The institution recognizes the importance of diversifying its income sources to avoid over-reliance on student fees. It actively seeks additional funds through avenues like grants, donations from philanthropists, grants from MPs' funds and interest income.

Fee Structure: The institution generates income from various fee types such as semester fees, hostel accommodation fees, Van fees and Mubaligha fees. This shows an understanding of the different revenue streams available.

Donations: The institution actively seeks donations from philanthropists, which can be a significant source of financial support. Philanthropic donations are a valuable source of funding, reflecting community support for the institution's mission.

Grants from MP's Fund: Securing grants from Members of Parliament (MPs) showcases an active effort to tap into government funds for educational purposes.

Mubaligha Fees: The institution leverages additional income streams through fees related to specific activities or programs.

Interest Income: The institution invests its funds to generate interest income, potentially increasing its financial resources.

Resource Utilization Mechanism:

Budget Formulation: The institution follows a structured budgeting process, with each department formulating an annual budget based on syllabus requirements, co-curricular activities, and research needs. The Principal reviews these departmental budgets forward it to the Finance Committee.

Finance Committee: The Finance Committee of the college compiles a comprehensive annual budget considering the developmental needs of the college evaluate and implement the budget and foresee expenses.

Funds Dispensation: The management reviews and prioritizes fund allocation based on the college's resource requirements. This ensures that financial resources are directed to the areas where they are needed most.

Optimal Utilization of Resources:

The institution demonstrates a commitment to the efficient use of funds by allocating resources to various activities including

- Infrastructure development and maintenance
- Staff salary
- Equipment procurement and maintenance
- Academic events

- Extension activities
- Sports promotion
- Cultural and academic activities
- Library expenses
- Staff welfare

Internal and External Financial Audit

Internal Audit: The institution conducts internal financial audits every six months to assess operational efficiency and identify weaknesses in internal controls. The internal auditing team appointed by the management ensures adherence to management policies and accounting guidelines. This helps prevent financial irregularities and ensures transparency.

External Audit:

Qualified chartered accountants appointed by the Governing Council conduct external audits. These audits assess the truthfulness and fairness of financial statements, adherence to Generally Accepted Accounting Principles (GAAP) and the disclosure of material facts. Audit findings are addressed and reports with explanations are submitted to the Governing Council. As the institution ensures transparency in disclosure of financial aspects, no major issues are found in external audits.

This approach to financial management demonstrates transparency, accountability and a commitment to ensuring that financial resources are mobilized effectively and used optimally.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The IQAC started in 2018 actively involves various initiatives and incremental improvements over the last five years. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in overall performance of the Institutions. The IQAC makes a significant and meaningful contribution during the accreditation phase of the Institution. During the pre- accreditation and accreditation period, the IQAC channelizes all efforts and measures of the Institution, towards promoting

its academic excellence.

These efforts reflect a commitment to enhance the quality of education and to foster a culture of continuous improvement.

The improvements initiated by the IQAC:

- ICT-based classrooms were facilitated to enhance the teaching and learning experience.
- Implemented outcome-based education which is supplemented by the use of Bloom's Taxonomy for assessment and question paper setting.
- The IQAC has initiated 23 Memorandums of Understanding (MOUs), 26 Linkages and 229 Collaborations with other institutions and industry partners.
- The periodic Alumnae meetings through online and virtual modes were initiated.
- It has started a special program called "ENABLING YOUTH ENRICHMENT (EYE)" to empower women which includes activities like skill development, health awareness, programs focused on raising awareness and sensitizing women. IQAC suggested to adopt 3 villages and organized community development programs through Hajira Outreaching Programme for Empowerment (HOPE).
- The IQAC promotes innovation ecosystem through the establishment of Institution Innovation Council and conducts activities related to innovation, intellectual property rights (IPR) and entrepreneurship.
- It also suggested to install Koha software, an open-source integrated system to improve the partial automation of Library
- The IQAC made it mandatory to conduct FDPs on various topics which facilitated the career progression of faculty members, improving their teaching and research skills.
- Solar power plant installation and use of biogas in hostels contribute to energy sustainability and environmental conservation initiated by the efforts of IQAC.
- Membership in the ICT Academy has benefited both faculty and students through various programs and courses, enhancing their digital and entrepreneurial skills.
- Add-on and certificate courses initiated by the IQAC helps students broaden their knowledge and skills.
- The IQAC of the institution focuses on student-centered learning, which means students actively participate, collaborate and learn through experiences such as quizzes, field trips, internships, group discussions, debates and peer team learning.

Academic Audits

The IQAC initiates various levels of academic audits to assess the quality and effectiveness of teaching and learning practices which conducted at the end of the academic year with the main objective of enhancing the quality of education, teaching and academic procedures within the institution.

External audits involve an external team of administrative and academic experts from other Institutions who evaluate multiple aspects such as the curriculum, faculty qualifications, research initiatives, student progress and student-centered activities.

Feedback Mechanism

The IQAC regularly collects feedback from students, parents, teachers, employers and alumnae and also

initiated staff appraisal system to assess the teaching and learning process for potential improvements. This ensures that education aligns with student needs and employer expectations.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Institution shows gender sensitivity in providing facilities such as

a) Women's Grievances Redressal Cell is meant to safe guard and promote well-being of all women employees of the organization. It takes care of all complaints and requirements of women staff and students in the campus and action taken for redressal of complaints. Awareness program on women's safety, commemoration days to celebrate womanhood etc., organised.

b) Safety and Security

- With the security of women and girls being a matter of concern, surveillance cameras with the latest technology are placed in the campus which has made it easier to create a safe and secure environment in college premises.
- Our college maintains a gate register, where students, faculty, and visitors record entry and exit details in the designated notebook. The presence of security staff is ensured 24 hours in the College so as to restrict entry of inappropriate people. Attendance of students is recorded every hour and entered in the online attendance portal immediately.
- Late comers are easily identified, absence is monitored and communicated to parents.
- Classes related to gender, women's rights and women empowerment are taken for students by departmental associations, NSS, and the Women's Redressal Cell.
- In collaboration with NSS, YRC, an initiative that foregrounds women's empowerment and gender sensitivity is conducted. A programme on Kavalan-SOS Mobile developed by the Tamil Nadu Police as part of the Tamil Nadu State Police Master Control Room was sensitized to the students to seek police assistance instantly in emergency situations such as physical emergencies, eve teasing, kidnapping or natural disasters such as floods, earthquake, etc. It focuses on enabling students to access e-governance services targeted for safety of women.

c) Counselling

- The college prioritizes the mental health and well-being of the students through the dedicated services of Students' Counseling Cell.
- Every week, the student counseling cell members make themselves available to provide support and guidance to those seeking assistance.
- Recognizing the importance of a holistic approach, mentors in respective departments actively collaborate with the counseling cell, offering additional support during student counseling

sessions.

- This collaborative effort ensures that students receive comprehensive assistance, combining the expertise of both the counseling professionals and department mentors, fostering a supportive and nurturing environment for their personal and academic growth.

d) Common Room

- In our college, we prioritize student well-being and provide dedicated spaces to cater to various needs.
- Near the cafeteria, a common room offers students a comfortable environment to socialize, eat lunch and enjoy snacks.
- Adjacent to this, we have a fitness center, encouraging a healthy lifestyle and physical well-being among students.
- Additionally, our commitment to holistic care extends to a sick room, ensuring a space for students to rest and receive necessary attention when unwell.
- These common rooms collectively contribute to promoting a supportive and inclusive campus environment where students can engage in diverse activities that cater to their social, physical, and health-related needs.

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

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Inclusiveness is the buzz word resonating in higher educational institutions. Known for diversity in terms of culture, race, ethnicity and religion, India is a nation comprising people with multifarious and multicultural character. To keep our country united and strong, we should nurture the spirit of unity among our students.

Irrespective of the fact that our institution is a microcosm encapsulating the characteristics of our nation, we take upon the task of strengthening the bonding between our staff and students. It is this heterogeneous character that the ambience of our college is imbued with that showcases the wide spectrum of the multi coloured layers of our society.

Conscious of the need to keep the social fabric of our nation unruptured, we latch onto every single occasion to reinforce the dictum. **‘Unity in Diversity’**. Today, it is not mere tolerance of diverse values of country but appreciation of our differences that must be invigorated among students. **Samathuva Pongal**, the **Celebration of Harvest** is a traditional **Tamil festival** that is celebrated on our campus. It is an occasion to drive home the spirit of oneness of mankind. **Onam**, the gala customary festival of Kerala is also celebrated with zeal.

Another notable event is the **Cultural Extravaganza** we organize in our campus. Students in traditional attire and costumes representing various states of our country display a great spectacle of music and dance. It exhibits a picture of multiculturalism of our country. **National Integration Day** is also celebrated making a strong pitch for protecting integrity. Economic disparity has no space to threaten the spirit of camaraderie among our students. Showing solidarity without a trace of social stigma, our students showcase the kaleidoscopic character of our country. On the **Commemorative Days** of our Patriots, our students are exhorted to promote social harmony. Thus an atmosphere of inclusiveness permeates our institution.

The great Indian constitutional values such as Democracy, Socialism, Equality, Justice and Brotherhood are highlighted on special occasions like the **Independence** and the **Republic Days**. While celebrating popular festivals, we foster the spirit of Universal peace and harmony.

To buttress the fact that Indians must be conscious of the rights and duties as enshrined in our constitution, we organize a range of programs. Emphasizing the unity of our country, our students assemble together and take a solemn pledge to uphold and preserve the principles of solidarity of our nation. In order to promote democratic values, our students pledge to exercise their franchise during all elections. Furthermore, our students join together and express their commitment to promote and protect human rights without fear or favor. They also take a vow to ensure and safeguard social justice irrespective of caste, color and creed. In view of the pernicious scourge of corruption, our students are enjoined to be committed to the practice of eliminating bribery from all walks of life. Of late, our students took out a rally around our town holding placards emphasizing the importance of voting during elections. Thus we cherish inclusiveness and constitutional obligations.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Title - RRR- READ, RELATE & REFLECT

Objectives of the Practice

Following NEP 2020, Annai Hajira Women's College prioritizes instilling a reading habit for enduring knowledge and emotional maturity. Recognizing declining youth reading habits, the college links strong reading skills to academic success, urging students to read for self-development. Strategic efforts align with NEP goals.

The Context

Promoting critical thinking through reading faces challenges in discourse and inclusivity. Exam-centric education dampens enthusiasm, and modern distractions hinder reading. Balancing these factors is vital for fostering a reading culture, requiring institutions to prioritize diverse materials, adapt teaching methods, and cultivate an atmosphere valuing intellectual curiosity over exam-oriented approaches.

Principles of the Practice

- The college prioritizes books' transformative role, promoting diverse perspectives and emphasizing literature's intrinsic value. Dedicated library hours, a Reading Circle, and Reader's Forum build a reader community. Practical measures like book donations enhance accessibility and celebrate literary diversity.
- The enduring impact of the practice lies in its encouragement for students to buy, display, and exchange books, instilling a genuine motivation to face life's challenges with literary wisdom. The college integrates dedicated library hours into the daily routine, mandating at least one and a half hours of reading daily, highlighting its commitment to making reading a fundamental aspect of academic and personal development.
- Facing financial constraints, the institution persists in promoting a reading culture through compact book fairs, getting newspapers daily for the students individually. Overcoming economic barriers, these events provide diverse reading materials, fostering an environment where students

value literature, develop a lifelong love for reading, and gain wisdom for life's complexities.

Evidence of Success

- The involvement of students and faculty in reviewing 1,050 books by 488 renowned authors showcases a commitment to diverse literary exploration. "Panniru Thirumuraikal Meelpaarvai" stands as a testament to the intellectual depth of thirty-seven students, representing various departments in our college, who have contributed research papers.
- Additionally, our students' noteworthy achievements extend beyond written work. Articles published in the book "Malarattum Manidha Neyam," launched by Dr.K.P.Karthikeyan I.A.S., District Collector of Tirunelveli, exemplify their scholarly contributions.
- Hasmi Parisha H, B.Com student, secured the prestigious First Place in the District Level Minority Elocution Competition for the academic year 2021-2022.
- Rahumal S, pursuing B.Sc. Computer Science, earned the impressive Second Place in the District Level Minority Elocution Competition for the academic year 2022-2023.

Problems encountered

The challenge lies in enticing students to the library amid a fixed curriculum, limited exploration of reference materials, safety concerns, economic constraints, and differing parental priorities. Allocating an annual budget for acquisitions is necessary, especially for female students lacking motivation due to academic and competitive exam focus.

Notes

Implementing this best practice involves collaborative book reviews and fostering diverse literary exploration. Encouraging student contributions to research, promotes academic depth in learning emphasizing a holistic approach to intellectual development.

Best Practice 2

TTILE OF THE PRACTICE: EEE: Nava Disha's Shaktishali Mahila

(Empower, Enlighten, Elevate)

The National Education Policy (NEP), 2020 focuses on 'Equitable and Inclusive Education' which reverberates the idea that no child should be left behind in terms of educational opportunity because of their background and socio-cultural identities.

For this the College launches a leadership empowerment program for students, cultivating skills in leadership and with a vision to 'Empower, Enlighten, and Elevate Women of Tomorrow'.

OBJECTIVES OF THE PRACTICE

Our college's undergraduate programs cultivate well-rounded individuals, nurturing intellectual, aesthetic, social, physical, emotional, and moral development, with 21st century skills and a commitment to social engagement and rigorous specialization.

THE CONTEXT

Our college initiative nurtures a culture of inquiry, instills scientific temperament, and empowers students for independent life, particularly focusing on empowering women to lead confident and strong lives with values in challenging situations.

PRINCIPLES OF THE PRACTICE

Just as the planets revolve in the solar system, these nine ways are followed in Annai Hajira Women's College to make its students a powerful woman.

- **Prayer:**

Our institution starts each day with a solemn prayer led by four students, incorporating Quranic verses, important news and enlightening thoughts through the public address system

- **Deenyath (Teaching of Islamic doctrines)**

In our institution, Muslim students, guided by Madrasa scholars, receive weekly Islamic education for complete submission to Allah. Deenyath Hours cultivate a deep understanding of Islamic principles from authentic sources—Qur'an and Sunnah.

- **Moral Instructions:**

In our college, non-Muslim students actively engage in a moral education course, integrating discipline, ethics, and communication, drawing insights from 'Thirukural and Naladiyar.

- **EYE (Soft skills): Enabling Youth Enrichment:**

The forum fosters holistic development, emphasizing soft skills like self-esteem, confidence, ethics, time management, and teamwork.

- **Career-Guidance Cell:**

Prioritizing employability, Sivarajavel IAS Academy offers career seminars, provides job information, and facilitates resource mobilization for student applications.

- **Entrepreneurship:**

Institution guides students, cultivating innovation, leadership, and perseverance for autonomous, financially secure, and impactful business ventures.

- **Interaction IQ for Social Impact**

- The Interaction IQ initiative adopts three villages, boosting students' interaction intelligence and leadership skills. Collaborating with the Aswin Maharaj Foundation, we dedicate seven months to music therapy for cancer patients, demonstrating our commitment to community impact.

- **NPTEL:**

- Since September 2021, our institution, an NPTEL Local Chapter, aligns with NEP 2020. In

2022-2023, 129 students and faculty actively enrolled in 35 online courses, showcasing our commitment to continuous learning and adapting to evolving skills.

• **Academic Publication:**

Since 2011, we've been encouraging the student to publish articles in Tamil and English books with ISBN.

EVIDENCE OF SUCCESS

The initiatives under Nava Disha's Shaktishali Mahila such as Swayam NPTEL local chapter empowers students and faculty, showcasing competence and confidence through exam success and competition victories. Our institution's unique character development, instilled through strict discipline, moral instruction, and Deenyath courses, attracts parents with a positive reputation."

PROBLEMS ENCOUNTERED AND RESOURCE REQUIRED

- Limited time for non-curricular EYE programs
- The need for trained instructors.
- Limited on-campus stay
- Transportation issues, and conservative backgrounds, posing hurdles for the institution to overcome in the future.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

HOLISTIC EDUCATION, IMPECCABLE VIRTUES AND EXQUISITE SKILLS

"Education without values... seems rather to make man a cleverer devil"

C.S.LEWIS

Introduction

Islam as a religion emphasis on women attaining empowerment through quality education. Situated in a forlorn area away from the din and commotion of thickly populated Muslim hamlets inhabiting the place for centuries together steeped in squalor, misery and poverty, our college strives hard to make a difference in this society.

Our Objective

To realize the most valuable objective of higher education, our Institution focuses more on the key areas of study, for example **HOLISTIC EDUCATION, IMPECCABLE VIRTUES AND EXQUISITE SKILLS.**

Our Distinctive academic Accomplishment:

Ever since the inception of the college, exemplary teaching and learning was accorded top priority. Indeed, it has been our cherished objective to impart high quality education to our students and embark on all initiatives that align with our goals. Strenuous efforts undertaken in this regard have actually paid rich dividends academically. To sustain the momentum, in pursuit of this vision, we launch into a no holds barred action plan and marshaled both exquisite expertise and human resources to the possible extent and today the accomplishments of our students in the University Examinations speak volumes of our academic success. It is a meticulous study and outstanding performance in examinations that makes us in good stead. For the last few years there was no let up in our diligent work in producing exemplary results and subsequently, we accomplished more than **95 pass percentage year after year. In addition, we are proud to have secured 9 Gold Medals** at the University level.

Barriers Broken

Islam emphatically enjoins women to acquire knowledge and wisdom and lead a dignified life. However, large family size and poverty have put the Muslims on the back foot and their dismal showing in the acquisition of knowledge at the higher education level is disheartening. We took upon the task of enlightening and empowering these women with their self defeatist attitude and being naive in temperament.

Our Initiatives

In consonance with our vision and mission we trained our girls on holistic growth and excellent education coupled with ethics, beefed up with requisite skill-sets, encapsulated with nobility of service to the suffering brethren in the neighborhood.

Devoted Faculty and Their Contribution

Having accorded priority to excellent teaching and learning, we never let the momentum drop. With a dedicated team of teacher, we strained our nerves and tirelessly rendered our service in disseminating knowledge diligently and assiduously. Our faculty members are known for inspiring teaching because of the rapport and cordial relationship with their students. Not entirely jettisoning the conventional mode of teaching, our teachers incorporate integrated pedagogical techniques of teaching in their classes. This paradigm shift is admirable in grooming our young girls.

Innovative Pedagogy

Blended learning is the buzzword today in higher education centers. Switching to this system, we thrive with academic exercises namely PPT presentation, group discussions, quizzes, debates and discussions, puzzles in the class room recapitulating cogently the lecture points in writing etc. These varied academic activities stimulate them to perform excellently.

Collaborative learning and problem solving exercises have also added to the congenial learning atmosphere in the class room resulting in assimilation of the essential concepts of the subjects. Though it is a challenging task, it kindles critical thinking of students. Mentoring, Counseling, Peer tutoring, Coaching, Continuous Internal Assessment, revision tests, model exams, covering portions in advance, paying individual attention to the slow learners, we take at most care in keeping the morale of the students high.

The most satisfying outcome of all these untiring tasks is accomplishing more than 95% of passes every academic year ever since the college was established. It is not merely achieving higher percentage of pass at the University level that makes us stand in good stead, but the most significant feature of our success is producing 208 University ranks among the 102 affiliated Colleges of 4 districts. This inexorable onward march in terms of delivering quality education is unbeatable.

One strategy is to identify advanced learners early, assess them with a tailored mechanism, form a club called **Rank Club** motivate them to excel in their study which in turn results in securing the University Ranks. Encouraging the use of reference books for mastering key concepts empowers them to outperform their peers and achieve success for our institutions.

Our goal is to attain a zero-failure rate among students. Slow learners are often not lacking in intelligence but rather in motivation and enthusiasm for studying. They may be distracted by unproductive activities and struggle with psychological and family issues. Our approach involves counseling and mentoring, encouraging them to focus on studies, providing individualized teaching using their mother tongue, offering ample study materials and conducting regular tests. This approach has led to nearly a 100% pass rate among these students.

Conclusion

Since our inception, we've strived to provide quality education through innovative methods, supported by dedicated faculty. Our institution now surpasses many others in academic excellence. We take pride in our students' deep knowledge and outstanding results, despite many coming from marginalized backgrounds. However, even our distinguished students face challenges in securing good jobs. Keeping abreast of our objective we strive in cultivating multi-tasking skills, ethical values and a commitment to community service, ensuring a sense of self-dignity and honor.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Achievements of this College

1. 2004 – Introduction of degree programs: B.Sc. Computer Science, B.Sc. Mathematics & B. Com.
2. 2010 – Exchange program to USA
3. 2011– Introduction of 2 more courses, B.Com. with Computer Application and B.A. English
4. 2013 – Introduction of M. Com.
5. 2015 – Introduction of B.Sc. Physics
6. 2016 – Introduction of additional batch of B.Sc. Mathematics
7. 2018 – Introduction of B.Sc. Chemistry

Concluding Remarks :

Annai Hajira Women's College has grown the glorious heights within 18 years to become one of the premier institutions in Tirunelveli and enjoys a reputation of excellence in education by producing 208 university ranks and 9 Gold Medalists. It renders yeoman services to the under privileged and the needy in the Society irrespective of caste, creed and religion. The aim of the College is to provide quality education through innovative teaching and training methods to help the budding scholars to reach their heights intellectually. In a college like ours, almost every day is a day that seems to make events out of ordinary activities. We in ANNAI HAJIRA believe in doing ordinary things in an extraordinary way. That is the secret of success of ANNAI HAJIRA WOMENS COLLEGE in this short span of 18 years.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 4206 Answer After DVV Verification :19</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>208</td> <td>206</td> <td>223</td> <td>309</td> <td>334</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>208</td> <td>206</td> <td>223</td> <td>309</td> <td>334</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>432</td> <td>432</td> <td>462</td> <td>462</td> <td>462</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>432</td> <td>432</td> <td>462</td> <td>462</td> <td>462</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	208	206	223	309	334	2022-23	2021-22	2020-21	2019-20	2018-19	208	206	223	309	334	2022-23	2021-22	2020-21	2019-20	2018-19	432	432	462	462	462	2022-23	2021-22	2020-21	2019-20	2018-19	432	432	462	462	462
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432	432	462	462	462																																					
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19						2022-23	2021-22	2020-21	2019-20	2018-19																									
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2022-23	2021-22	2020-21	2019-20	2018-19																																					

150	150	161	161	161
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	161	145	141

3.3.1 **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	7	12	12	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	7	8	9	1

Remark : Input edited as journals from UGC CARE list only will be considered.

3.3.2 **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	29	4	6	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	29	4	6	9

Remark : Input edited w.r.to supporting documents provided by HEI.

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

3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year**

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
56	38	15	23	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	4	7	6

Remark : Events conducted for the benefit of their own students like Day celebrations on campus, oath-taking and other activities without community involvement, campus cleaning by students, and programmes conducted for students and staff without the involvement of the community shall not be considered.

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

Answer before DVV Verification :

Answer After DVV Verification :05

Remark : MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student/faculty exchange and collaborative research with activities conducted only will be considered here, input edited accordingly.

4.1.2 ***Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	17	13	54	70

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34.02	17.23	12.87	6.48	53.49

Remark : Input edited as per the given audited statement.

4.4.1 ***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and**

academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	14	10	22	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.25	7.68	1.11	8.07	6.41

Remark : Input edited as per the given audited statement.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	41	1	14	493

Answer After DVV Verification :

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

Remark : District-level Awards, awards for essay competitions, elocution competitions, participation in conferences, etc. shall not be considered.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	26	33	19	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	25	28	15	1

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	14	14	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	14	14	16

Remark : Less than 5 days of FDP programs attended by the teacher shall not be considered and One teacher attending multiple times in a year shall be considered as one.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>139</td> <td>81</td> <td>89</td> <td>146</td> <td>173</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>138.71</td> <td>81.19</td> <td>88.79</td> <td>146.02</td> <td>172.78</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	139	81	89	146	173	2022-23	2021-22	2020-21	2019-20	2018-19	138.71	81.19	88.79	146.02	172.78
2022-23	2021-22	2020-21	2019-20	2018-19																	
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