



**Jayaraj Annapackiam College for Women (Autonomous),
Periyakulam, Theni, Tamil Nadu, India**

Institutional Development Plan

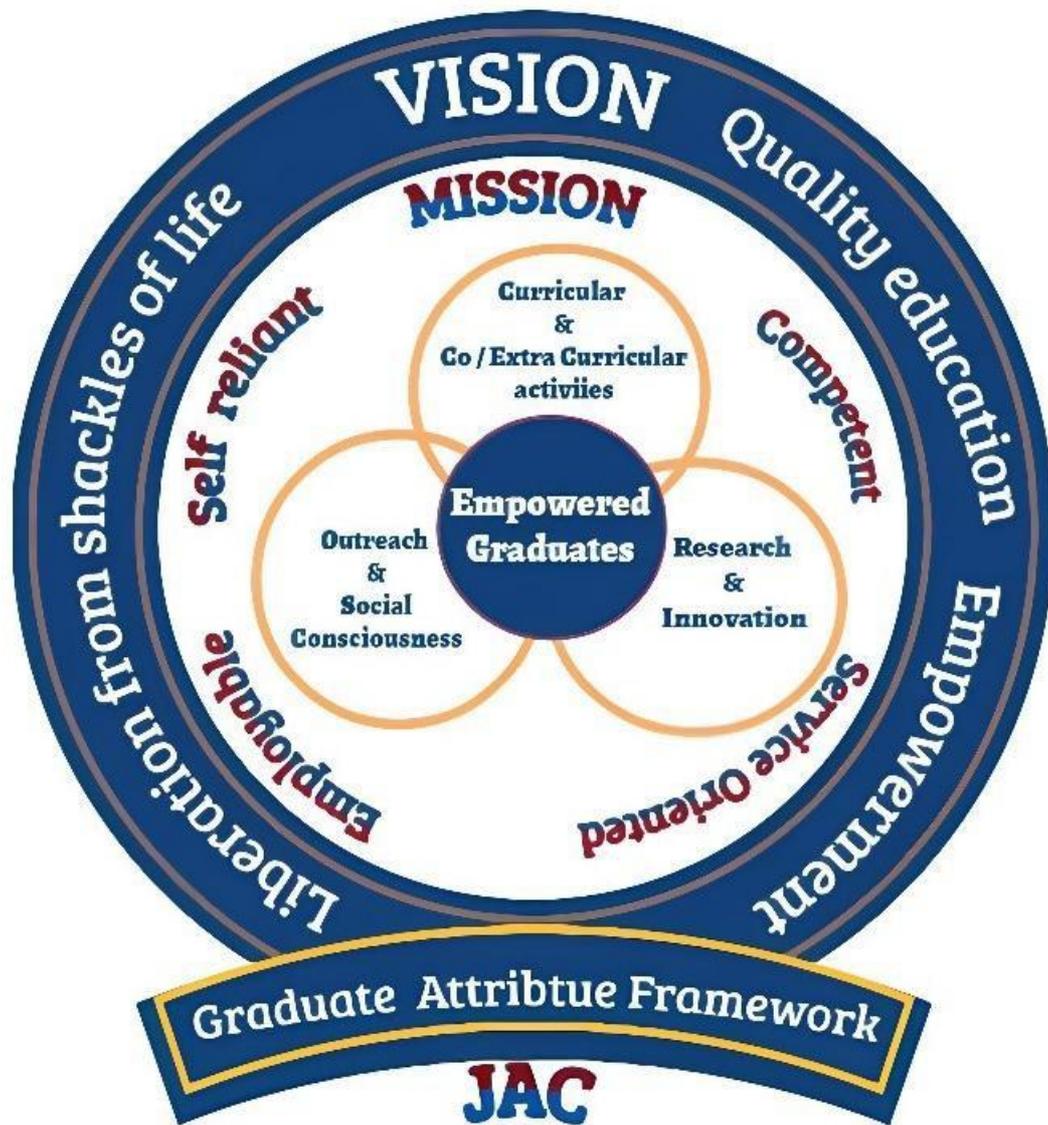
2024-2029



Contents

S. No	Content	Page No.
1.	Executive Summary of the College	2
2.	Vision, Mission and Core Values	3
3.	SWOC Report	4
4.	Comprehensive Quality Review	6
	Institutional Development Plan	
5.	Academic Infrastructure	12
6.	Research and Intellectual Property Infrastructure	14
7.	Physical and Learning Infrastructure	18
8.	Digital Infrastructure	20
9.	Supportive and Facilitative Infrastructure	22
10.	Networking and Collaboration Infrastructure	25
11.	Graduate Outcome Enhancement Plan	28
12.	Sustainability and Green Initiative Plans	31
13.	Governance Infrastructure	33
14.	Comprehensive Five-Year Strategic Action Plan of the College	34

**The Graduate Attributes Framework of
Jayaraj Annapackiam College for Women (Autonomous)
Periyakulam.**



Executive Summary

1.1 Introductory Note

Jayaraj Annapackiam College for Women (Autonomous), Periyakulam, established in 1971, was founded with the noble aspiration of uplifting the moral and educational standards of women in this rural region. The College is efficiently managed by the Sisters of St. Anne, Trichy. For over five decades, the college has remained steadfast to its vision, “Empowerment of rural women to be the agents of social change” and its inspiring motto “Serve with Love.”

The College offers 20 Undergraduate, 9 Postgraduate, 7 Ph.D., 2 Vocational (B.Voc.), 30 Certificate, 6 Diploma 2 Postgraduate Diploma Programmes under the Choice Based Credit System (CBCS). It holds the singular distinction of being the only research college in Theni District, housing seven research departments, where 65 research scholars pursue their Ph.D. degrees under the guidance of 31 approved research supervisors.

The College is:

- Recognized under Section 2(f) of the UGC Act in 1979 and 12(B) in 2006.
- Affiliated to Madurai Kamaraj University till September 2002 and Mother Teresa Women’s University, Kodaikanal, since October 2002.
- The first autonomous college in Theni District.
- A first-grade college among institutions affiliated to Mother Teresa Women’s University.
- Accredited with an ‘A+’ Grade and a CGPA of 3.46 in Cycle IV (2021) by the National Assessment and Accreditation Council (NAAC).
- Supported by DST-FIST (2015–16) for strengthening research facilities.

JAC maintains over 103 MoUs and linkages with reputed institutions and industries of national and international acclaim, including Liverpool Hope University (U.K.) and Gabriel Taborin College of Davao (Philippines), promoting collaborative learning and research.

The institution takes pride in its Green Campus initiatives including the Eco Club, Waste Water Management, Green Audit Avian Club maintaining a richly oxygenated environment of 20.9%.

Beyond academic excellence, Jayaraj Annapackiam College focuses on personalized education aimed at forming spiritually inspired, morally upright, socially committed and intellectually honest women who become true instruments of Love, Peace and Justice.

Vision Statement

Empowerment of rural women to be the agent of social changes and liberation of women, with special reference to the poor, the marginalized and the destitute from all forms of shackles of life, through quality and value based education.

Mission Statement

Holistic formation of students by developing intellectual, emotional, physical, social, cultural and spiritual dimensions of their personalities, to make them competent, self-reliant, employable and service-oriented with love and faith and with the futuristic perspective of social transformation, ecological, national and global consciousness.

Core Values:

Central to its vision, mission holistic educational philosophy, the College upholds the following Core Values:

- **Spirituality:** nurturing faith in God, ethics a sense of wholeness in oneself and others through holistic programmes.
- **Integrity:** developing emotional maturity, self-awareness authenticity through mentoring, counselling and reflective practices.
- **Intellectuality:** cultivating innovation, critical thinking and intellectual rigor through curricular and co-curricular engagement.

- **Personality Development:** promoting aesthetic appreciation, creativity, sportsmanship and confidence to help students excel nationally and internationally.
- **Social Responsibility:** instilling eco-consciousness, empathy and civic engagement through outreach and community-based initiatives.
- **Resilience:** empowering students to overcome challenges and adverse circumstances with strength and self-belief.
- **Sustainability:** integrating environmental awareness, stewardship and a culture of conservation in all institutional and individual practices.
- **Holistic Growth:** ensuring the integrated development of body, mind, spirit, and harmonizing academic excellence with moral and social values.

SWOC Analysis

Institutional Strengths

- Autonomous status enabling curricular flexibility and innovation.
- Accredited with 'A+' grade (CGPA 3.46) by NAAC in Cycle IV (2021) and consistent quality assurance mechanisms.
- Strong research ecosystem with 7 research departments and DST-FIST support.
- Experienced and committed faculty with doctoral qualifications and research guideship.
- Vibrant IQAC maintaining policy-driven quality enhancement.
- Over 100 MoUs ensuring academic, industrial and international collaborations.
- Integration of Whole Person Education, Service- Learning and Indian Knowledge System (IKS) into curriculum and pedagogy.
- Sustainable, green campus with solar energy, waste management, rainwater harvesting green audit practices.
- Robust mentoring, counselling student support systems.
- Safe campus under CCTV Surveillance.

Institutional Weaknesses

- Limited external and consultancy funding opportunities.
- Rural location limiting industry interface and placement scope.
- Need for greater interdisciplinary research and innovation ecosystems.
- Requirement for enhanced ICT-based pedagogical adoption across all disciplines.
- Early marriage among women students remains a socio-cultural challenge often affecting graduation outcomes, progression to higher studies and placement records.

Institutional Opportunities

- Scope for integrating NEP 2020 components enabling academic flexibility and interdisciplinarity.
- Increasing chance for international collaboration and global online learning platforms.
- Opportunities for procuring government and private funding through DBT, DST, ICSSR RUSA.
- Expansion into digital and vocational skill development sectors.
- Potential for community-centered sustainability, entrepreneurship projects and incubation hubs for women.

Institutional Challenges

- Sustaining quality within expanding programmes and infrastructure.
- Balancing modernization with rural inclusivity and values-based education.
- Adapting to emerging technologies and blended pedagogies.
- Meeting increasing expectations for global exposure.
- Limited research funding for women's institutions in rural contexts.

Comprehensive Quality Review

1. Curricular Aspects

Jayaraj Annapackiam College for Women (Autonomous), Periyakulam, offers a dynamic, inclusive and Outcome-Based Curriculum (OBE) designed to fulfil its mission of holistic women's education and social transformation. The curriculum, aligned with the Choice Based Credit System (CBCS), ensures flexibility, learner autonomy alignment with local, national global needs. Programme Outcomes (POs), Programme Specific Outcomes (PSOs) Course Outcomes (COs) are meticulously mapped, reviewed by the Board of Studies and approved by the Academic Council to ensure academic rigor and contemporary relevance.

Interdisciplinary and multidisciplinary learning is encouraged through Interdepartmental Courses (IDCs) at the postgraduate level and Non- Major Electives (NMEs) at the undergraduate level, promoting academic diversity and knowledge integration. Skill Enhancement Courses, Foundation Courses, Certificate and Diploma Programmes equip students with transferable and employable skills. The inclusion of internships, projects and MOOCs within the curriculum ensures experiential learning and real-world exposure.

The curriculum is periodically revised based on feedback from stakeholders such as students, faculty, industry experts and alumnae to maintain its relevance and responsiveness to societal and technological change. The College also integrates the Indian Knowledge System (IKS) through courses such as Indigenous Studies, Ancient Indian Writing, Folk Arts and thereby celebrating India's cultural and linguistic heritage.

Courses are designed to strengthen career readiness and competitive exam preparedness, helping students qualify for TNPSC, UPSC, NTA-NET other national-level examinations. Registration under the Academic Bank of Credits (ABC) facilitates credit mobility, while participation in SWAYAM and NPTEL MOOCs expands interdisciplinary exposure. The proactive role of the Curriculum Design and Development Cell (CDDC) and the OBE Monitoring Cell ensures systematic curriculum review and integration of ethical values, sustainability 6 | I D P – 2 0

regional relevance making JAC's curriculum a true model of excellence, inclusivity empowerment.

2. Teaching, Learning Evaluation

The College adopts a learner-centric, inclusive participative pedagogy that promotes critical thinking, creativity and lifelong learning. The teaching–learning process blends traditional instruction with experiential and technology-enhanced learning, ensuring students engage actively and meaningfully in their education.

Teaching is supported by interactive smart classrooms, LCD projectors and digital resources, facilitating ICT-integrated and blended learning through the College's customized Learning Management System, JACTILE. Faculty members design lesson plans aligned with Bloom's Taxonomy and employ diverse pedagogical strategies such as role plays, simulations, flipped classrooms fieldwork, linking theoretical knowledge with practical understanding.

A variety of experiential methods enrich the learning process such as student projects, self-study courses, study tours and association activities promote independent inquiry, teamwork, leadership exposure to real-world contexts. Bridge courses, mentoring, remedial coaching slow-learner programmes ensure academic equity, while advanced learners are motivated through research-based projects and extension activities.

Faculty competence is continually enhanced through Faculty Development Programmes and workshops on Outcome-Based Education (OBE), digital pedagogy and NEP 2020. Continuous assessment through internal tests, assignments, peer evaluations and CO attainment tracking upholds academic rigor. Student feedback mechanisms guide improvements, ensuring that the teaching–learning process remains responsive and evolving.

The institution's 360-degree learning ecosystem sustained through integrating innovation, reflection technology promotes deep learning and measurable academic progression.

3. Research, Innovations Extension

As a recognized Research Centre of Mother Teresa Women's University, JAC has cultivated a strong research culture. With multiple research guides and Ph.D. scholars, the College emphasizes socially relevant research, interdisciplinary collaboration publication in peer-reviewed journals. Purpose-built laboratories for undergraduate, postgraduate and doctoral programmes ensure strong practical exposure and research competence across disciplines. The UGC and DST-FIST-funded Instrumentation Centre offers cutting-edge analytical and testing facilities, promoting interdisciplinary experimentation and innovation.

Funded projects from DST, TNSCST, ICSSR and institutional seed money provisions have strengthened its research base. The College organizes international and national conferences, workshops and webinars to nurture faculty and student research aptitude, while also encouraging undergraduate research through mini-projects, innovation challenges and internships.

Extension and outreach are integral to the College's identity. Through JACEP, NSS, YRC, NCC and various clubs, students engage in community-oriented initiatives such as literacy drives, rural health camps, environmental awareness programmes and women entrepreneurship training. Collaborations with industries, NGOs academic bodies promote knowledge transfer, consultancy and applied research. The Institution's Innovation Council (IIC) and Entrepreneurship Cell further support idea incubation and start-up ventures, nurturing creativity and leadership among young women.

4. Infrastructure, Learning and Digital Resources

The college is situated on a serene and eco-conscious campus spread across 58.74 acres, offering a learning environment that harmonizes nature and knowledge. The campus houses state-of-the-art infrastructure designed to facilitate academic excellence, research advancement and holistic development.

The college has 66 well-ventilated classrooms with ergonomic seating, abundant natural lighting and ceiling fans, creating a comfortable and conducive

atmosphere for learning. Academic and co-curricular engagements are supported by eight seminar halls, a mini-conference hall and an open-air auditorium, all equipped with modern audio-visual systems. Teaching is enhanced through 45 LCD projectors, 11 interactive pen displays, 2 smart boards, a digital visualizer and 45 laptops, enabling faculty to adopt innovative pedagogical methods that integrate ICT into everyday teaching.

Advanced laboratories, including the DST-FIST-funded Instrumentation Centre, ensure hands-on learning and research exposure for students in the sciences. The institution's digital infrastructure comprises 466 computers, 39 printers and campus-wide 110 Mbps Wi-Fi, supporting both administrative efficiency and academic digitalization. The Language Laboratory, browsing centres and dedicated research workstations enhance communication, analytical technical skills across disciplines. Amenities include common rooms, breastfeeding room, health centre, lunch shed, gym, chapel, canteen, meditation room etc. Other facilities are Generators, RO water, bus facility, napkin vending machine and incinerators for napkin disposal.

The Central Library, housed in two spacious blocks, provides access to over 50,000 books and 150 journals, along with digital databases such as INFLIBNET and DELNET, supporting research and independent learning.

Sustainability principles guide all infrastructure development. Solar energy systems, rainwater harvesting units, waste segregation, biogas production and green landscaping reflect the College's commitment to environmental responsibility. Regular green audits, infrastructure reviews optimal utilization policies ensure that all resources are effectively managed, inclusive future-ready.

Through its blend of technological innovation and ecological stewardship, JAC continues to provide an inspiring and sustainable campus that nurtures academic excellence and holistic formation.

5. Student Support and Progression

JAC provides comprehensive academic, emotional and career support to ensure the holistic development of every learner. Around 4250 students have received Government, Non-government and Management scholarship in the past three years. The Mentoring system and Counselling Cell offer continuous academic guidance and personal support, while the Placement and Career Guidance Cell enhances employability through campus recruitment drives and job melas. Special focus is given to competitive-exam preparedness. The Minority Cell, Current Events Club and Placement Cell organize coaching sessions, awareness programmes and mock tests to help students qualify for UPSC, TNPSC, NET, SET banking examinations. Entrepreneurship training is promoted through the Entrepreneurship Cell and the Incubation Centre, which conduct workshops on business planning, innovation and financial management, encouraging students to become self-reliant entrepreneurs. Scholarships, fee concessions and endowment awards ensure inclusivity while NSS, NCC, YRC and various clubs develop leadership and social responsibility. The Alumnae Association supports mentoring and placement initiatives. Through these integrated efforts, JAC empowers its students with academic competence, employability skills and ethical confidence to succeed in their chosen paths.

6. Governance, Leadership Management

JAC's governance structure is visionary, participative and mission-driven. The Governing Body, Academic Council, IQAC and various Committees ensure democratic decision-making and accountability. The IQAC functions as the nucleus of quality enhancement initiating policies on OBE, research, feedback and sustainability. Strategic planning aligns with NEP 2020 and SDGs, emphasizing autonomy, inclusivity and innovation. Faculty empowerment through orientation, FDPs and leadership training promotes a culture of shared responsibility. Financial transparency is maintained through systematic audits and budgetary discipline. Performance Appraisal Systems, outcome-based monitoring and decentralised administration ensure efficiency. Collaborative leadership by the Management, Principal and Coordinators strengthens institutional synergy. Recognized for

its Whole Person Education Leadership (WPEL) partnership with the United Board, JAC embodies transformative governance that brings together academic excellence with humanistic values.

7. Institutional Values and Best Practices

Guided by its founding vision of empowering rural women through value-based and holistic education, Jayaraj Annapackiam College for Women (Autonomous), Periyakulam, integrates ethics, inclusivity and sustainability into every sphere of its functioning. The institution cultivates moral and ecological consciousness through its Whole Person Education model, encouraging intellectual growth alongside emotional and spiritual development. Green campus initiatives like solar energy, rainwater harvesting, biogas, waste management and biodiversity conservation affirm its commitment to environmental stewardship. Observances of national, international interfaith days, gender sensitization and civic awareness programmes develop respect for diversity, constitutional values and social harmony. The College stands as a model of balance between academic excellence, environmental awareness and ethical leadership.

Two distinctive best practices highlight JAC's commitment to innovation and continuous improvement. The Jayaraj Annapackiam College Funded Research Project (JACFRP) scheme nurtures a research-driven culture by providing financial assistance, mentoring institutional recognition to faculty undertaking publications, projects paper presentations. The second best practice, Jayaraj Annapackiam College Integrated Learning Environment (JACTILE) is a customized Moodle-based Learning Management System that supports digital teaching, blended learning, e-content creation and student engagement. Together, JACFRP and JACTILE reflect the institution's forward-looking vision of merging tradition with technology and values with innovation to create an ecosystem of excellence grounded in faith, knowledge service.

INSTITUTIONAL DEVELOPMENT PLAN

ACADEMIC INFRASTRUCTURE

Objective:

To ensure continual curriculum enhancement, interdisciplinarity and competency-based education through pedagogical innovation and global academic exposure.

Year 1 (2024–2025)

Curriculum and Pedagogical Enhancement

- Undertake OBE based curriculum revision across departments.
- Introduce value-added and certificate courses in areas such as Basics of Event Management, Archaeology in Tamil Nadu, Graphics Designing, Spoken English etc.
- Faculty capacity building through FDPs, Short Term Courses and Refresher Courses through MMTC and other recognised bodies.
- Give leadership training for Mid-career faculty based on Whole Person Education (WPEL).
- Launch IKS Cell and introduce more IKS components in curriculum.
- Introduce credit transfer policy and Academic Bank of Credits (ABC) registration for all students.
- Introduce new PG programmes such as Advanced Zoology and Biotechnology.
- Effective utilization of Professor of Practice.

Year 2 (2025–2026)

Academic Expansion and Industry Integration

- More academic, industry linkage.
- Collect feedback from peers on curriculum.
- To register JAC as a NPTEL Local chapter.

- Reconstitute OBE Monitoring Cell and Curriculum Design and Development Cell (CDDC) for effective implementation of OBE.
- Institutionalize outcome-based evaluation across all courses.
- Introduce internships and group projects in all final-year UG programmes.
- Develop interdepartmental electives integrating sustainability, digital literacy and social entrepreneurship.
- Introduce new PG programmes such as BCom Finance and Accounting.
- Appointing a new set of Professor of Practice.
- Start Equal Opportunity Cell and JAC Start Up and Incubation Centre.

Year 3 (2026–2027)

Research-linked Teaching and Interdisciplinary Learning

- LOCF based curriculum updation.
- More Diplomas, Value Added Courses shall be introduced.
- Integrate more research components into UG and PG curricula.
- Promote faculty-student co-publications and project-based assessments.
- Collaborate with industry for skill-oriented modules in Computer Science, Commerce and Vocational courses.
- Offer multilingual electives promoting Tamil heritage, translation and communication skills
- Introduce global language proficiency modules and link with foreign universities for cultural exchange.
- Expand the scope of JACTILE through more courses.
- Conduct Hackathons.

Year 5 (2027–2029)

Institutional Academic Excellence

- Introduce new UG/PG programmes in emerging areas: English and Psychology, Cyber Forensics, Data Science and AI.
- Attain autonomous curriculum benchmarking with top-ranking institutions.
- Establish a IKS Centre with more research prospects.

- Introduce National/ International credit courses through partner institutions.
- Conduct a comprehensive review of programme outcomes and institutional graduate attributes.

Research and Intellectual Property Infrastructure

Objective:

To strengthen JAC’s research ecosystem by enhancing postgraduate and doctoral enrolments, upgrading research infrastructure and promoting high-quality, interdisciplinary publications. The institution aims to expand recognized research centres, empower faculty as research guides, and position itself as a regional hub for women’s research, innovation and intellectual property creation by 2030.

As a recognized research centre of Mother Teresa Women’s University, Jayaraj Annapackiam College for Women (Autonomous), Periyakulam aims to enhance the quality and quantity of research output in all its postgraduate and doctoral programmes. With seven recognized research departments, 31 research guides 65 doctoral scholars, the College intends to expand its research base and establish itself as a hub for women’s research and innovation in Theni and neighbouring districts.

To achieve this, the following measures are planned:

- **Enhancement of PG and Ph.D. Enrolment:**
Strengthen admission drives for postgraduate and doctoral programmes through improved visibility, digital campaigns institutional collaborations.
- **Research Centre Expansion and Faculty Research Empowerment:**
Efforts will be taken to upgrade more departments as recognized research centres and to encourage more faculty members to become approved research guides.
- **Promotion of Research Publications:**
Initiatives will be strengthened to promote high-quality research publications at the national and international levels, with emphasis on interdisciplinary and joint publications in reputed peer-reviewed and indexed journals.

- **Infrastructure Upgradation:**
Refurbish Postgraduate and Research Laboratories with advanced instruments and computational facilities, particularly in the Departments of Chemistry, Zoology and Computer Science.
- **Part-Time Research Opportunities:**
Offer part-time research pathways for working professionals, particularly school teachers and NGO staff engaged in women's empowerment and sustainability initiatives.

Scaling Up Quality Research, Development Innovation

JAC has signed multiple MoUs with universities and industries, both national and international, to promote research collaboration, knowledge transfer and innovation. In the coming five years, concerted efforts will be made to activate and expand these collaborations through joint publications, faculty exchanges, co-guided Ph.D. projects collaborative grant proposals.

Specific objectives and initiatives include:

- **Operationalizing MoUs:**
Activate all existing academic and industrial partnerships through student internships, faculty research exchanges and joint proposal submissions to funding agencies (DST, ICSSR, UGC TNSCST).
- **Departmental Research Targets:**
Each department will develop a three-year research plan with measurable outcomes.
 - Year 2: Each department will secure at least one funded or institutional research project.
 - Year 3: Each department will aim for three ongoing research projects.
 - Year 5: At least 25% of faculty members will be actively engaged in funded or deliverable research projects.
- **Seed Funding for Faculty Research:**
The Management will coordinate a Research Seed Money Scheme to support faculty who demonstrate project deliverables and publication potential.

- **Formation of Thematic Research Clusters:**
Establish interdisciplinary research clusters on themes such as Women’s Studies, IKS, Eco-Innovation, Digital Humanities, Rural Entrepreneurship and Peace & Conflict Studies.
- **Patent and IPR Awareness:**
Conduct workshops and training sessions on Intellectual Property Rights (IPR), Patent Filing and Innovation Commercialization in collaboration with TNSCST and MSME.
- **Institutional Research Repository:**
Develop a digital Institutional Research Repository through Library to archive publications, theses and patents ensuring global visibility and academic accountability.

The College emphasizes promoting research interest and innovation among undergraduate students through structured exposure and mentorship.

Planned Initiatives:

- **Internships and Industry Exposure:**
Facilitate internships for UG/PG students in collaboration with industries, NGOs and research laboratories.
- **Innovation Challenges and Hackathons:**
Organize intercollegiate Innovation Challenges, Smart Idea Contests and Eco-Hackathons to promote creative problem-solving.
- **Participation in National Programmes:**
Encourage student participation in Smart India Hackathon, INSPIRE Internship Camps and Youth Research Forums to develop scientific temper and leadership.
- **Documentation and Commercialization:**
Support the documentation and commercialization of innovative student projects, with mentoring from the Institution’s Innovation Cell (IIC).

Faculty Research and Development Initiatives

The College places strong emphasis on empowering faculty as knowledge creators and thought leaders. To that end, the following long-term initiatives are prioritized:

- **Research Group Formation:**
Establish Departmental Research Groups to promote collaboration within and across disciplines.
- **Research Capacity Building:**
Conduct regular FDPs on Research Methodology, Academic Writing and Data Analytics Tools.
- **Collaborative Research Networks:**
Forge research partnerships with premier institutes such as IIT Madras, IISc Bengaluru and international universities for joint publications and projects.
- **Technology and Social Innovation:**
Encourage research addressing local and social needs; for instance, rural water management, eco-friendly products and women's health initiatives.
- **Institutional Publication Support:**
Strengthen JAC's peer-reviewed research journal JACJOSHAM by publishing quality institutional and intercollegiate research papers and taking necessary steps to have the journal indexed in reputed national and international databases.
- **Annual Research and Innovation Conclave:**
Host conferences showcasing faculty and student research contributions, promoting interdepartmental dialogue.

Vision for 2030: Institutional Research and Innovation Maturity

By 2030, Jayaraj Annapackiam College for Women (Autonomous) envisions itself as a research-intensive autonomous institution recognized for its ethical scholarship, social innovation women-centred research excellence. Through enhanced infrastructure, collaborative partnerships strong IPR systems, the College seeks to establish a Research and Innovation Hub for Rural Women's Empowerment, integrating scientific inquiry with human values and sustainable practice.

Plan for Physical and Learning Infrastructure

Objective:

To enhance, expand maintain the physical and learning infrastructure of the College to support academic excellence, research holistic development while ensuring environmental sustainability.

Year 1 (2024–2025)

- Renovate existing classrooms into smart classrooms with interactive boards and projectors.
- Strengthen safety and accessibility features (ramps, handrails, signage for differently-abled students).
- Renovate laboratories with modern equipment and safety cabinets.

Green and Eco-Initiatives

- Expand herbal garden and biodiversity parks with active student participation.
- Install solar streetlights in key zones of the campus.
- Green Building audit.

Year 2 (2025–2026)

Consolidation and Facility Diversification

- Initiate a production unit for manufacture of yoga bar, bakery products etc by students as a part of incubation and Earn-While-You- Learn initiative.
- A full-fledged incubation centre with ample facilities for start-ups and incubation.
- Develop a State-of-Art Theatre for English department.
- Upgrade hostel facilities to accommodate increased intake and ensure energy efficiency (solar heaters, LED lighting).
- Establish Departmental Research Corners for documentation and display of achievements.

- Introduce a Water Quality Testing and Management Unit.
- Develop departmental IKS museums in Tamil and English for experiential learning.

Eco-Sustainability Measures

- Implement a waste segregation and composting unit to convert organic waste to manure.
- Install smart energy meters and initiate carbon footprint analysis.
- Complete full campus greening plan with tree tagging and QR biodiversity mapping.
- Initiate pollination pockets for butterfly increase.

Year 3 (2027–2028)

New Facilities and Student Amenities

- Establish a Centre for Innovation and Start-up Development (with incubation cubicles and mentoring spaces).
- Expand the Health and Wellness Centre with meditation, fitness and counselling rooms.
- Establish a language lab upgrade for advanced communication training.
- Create departmental faculty research cubicles in Research Block for independent work and mentoring.
- Introduce rainwater channel diversion for groundwater recharge.

Year 5 (2028–2030)

Long-Term Infrastructure Development

- Develop a Community Engagement Complex for extension and outreach programmes.
- Establish a Centre for Environmental Studies integrating Departments of Zoology, Chemistry, Eco-club and Avian Club.
- Expand solar panel installation to achieve 75% energy self-sufficiency.

- Digitize all classrooms and implement a Campus Surveillance & Automation System (IoT-enabled safety and maintenance).
- Renovate the library reading hall into a digital reading lounge with group discussion spaces.

DIGITAL INFRASTRUCTURE

Objective:

To create a digitally empowered campus that integrates technology into teaching, learning, research administration in alignment with NEP 2020 and the institution's OBE framework.

Year 1 (2024–2025)

Digital Upgradation and Capacity Building

- Strengthen Wi-Fi bandwidth across campus and hostel.
- Upgrade Evaluation ERP with analytics-enabled dashboards for OBE attainment.
- Provide digital literacy workshops for faculty and administrative staff.
- Introduce AI-supported teaching and evaluation methods.
- Automate student admission, examination and progression tracking.
- Enhance Digital Studio for recording lectures and interviews.

Year 2 (2025–2026)

Integration and Skill Enhancement

- Introduce virtual classrooms and hybrid learning through recorded lectures.
- Train faculty in e-content creation and MOOCs development.
- Introduce Google Workspace and Microsoft 365 platforms for faculty-student collaboration.
- Introduce departmental YouTube channels and digital repositories.

Year 3 (2026–2027)

Advanced Digital Transformation

- Implement AI, AR VR tools for immersive learning in Science and Humanities.
- Introduce Virtual Labs for practical simulations in Physics, Zoology, Chemistry and Computer Science.
- Integrate plagiarism detection and research management software for faculty.
- Launch an Institutional Mobile App for real-time communication, attendance and notifications.
- Link the IQAC monitoring system with ERP dashboards for automated report generation.

Year 5 (2027–2029)

Full Digital Ecosystem Realization

- Establish a Centre for Digital Innovation and Learning to design MOOCs and open-access courses.
- Implement a Smart Campus Management System integrating IoT-based security, power maintenance controls.
- Enable cloud-based archival of academic and administrative data.
- Introduce AI-driven OBE analytics for data-informed academic planning.
- Achieve 100% paperless internal operations.

Vision 2030: Digital Governance and Empowered Learning

By 2030, Jayaraj Annapackiam College for Women will be a fully digitally empowered institution where technology seamlessly enhances governance, teaching, learning, and research. Through AI-driven analytics, smart campus systems, and cloud-based data integration, the college will achieve complete digital transparency, efficiency, and sustainability cultivating an innovative, inclusive and paperless academic ecosystem.

Supportive and Facilitative Infrastructure

The transition to college life marks a critical stage in the personal, emotional social development of young women. For many students at Jayaraj Annapackiam College for Women (Autonomous), Periyakulam who are often first-generation learners from rural and semi-urban backgrounds, this phase also entails challenges such as homesickness, academic pressure, relationship stress, low self-esteem the anxiety of future employability.

The growing use of digital technology and social media has brought additional concerns such as technological fatigue, sleep deprivation, emotional isolation online dependency. These, coupled with social pressures and economic stress, can heighten vulnerability to mental health challenges. Studies indicate that more than one-third of college students in India experience symptoms of stress, anxiety, or depression and that early intervention can significantly improve academic engagement and well-being.

As a women's institution committed to Whole Person Education and value-based formation, JAC recognizes the importance of addressing emotional, psychological spiritual well-being alongside intellectual development. A healthy and resilient student community forms the foundation of academic excellence, leadership social contribution.

Objectives

1. To promote holistic well-being and build emotional resilience among students.
2. To provide promotive, preventive responsive mental health care services within the campus.
3. To equip students with coping skills to manage academic, interpersonal personal challenges effectively.
4. To train faculty and peer mentors to identify distress signals and respond with empathy and appropriate referral.
5. To integrate well-being initiatives into the College's Whole Person Education and Value Education framework.

Strategies for Implementation:

1. **Mental Health Literacy Enhancement:**
Conduct regular awareness programmes, campaigns workshops on mental health, emotional regulation, cyber wellness and healthy lifestyles.
Students will be sensitized to recognize signs of distress, seek timely help and reduce stigma around mental health concerns.
2. **Peer Support and Mentorship Programme:**
Establish a trained Peer Support Network drawn from student leaders, NSS volunteers and class representatives. These peer mentors will receive orientation in basic counselling and listening skills to identify and guide peers needing support.
3. **Faculty Orientation and Gatekeeper Training:**
Organize Faculty Development Workshops on identifying emotional distress, suicide prevention and classroom management of at-risk students. Faculty members will be trained as “mental health gatekeepers” to refer cases confidentially to the Counselling Unit.
4. **Personal and Group Counselling:**
Provide one-to-one and small group counselling for students dealing with personal, academic, or relational challenges. Confidentiality and ethical practice will be strictly maintained.
5. **Interactive Well-being Sessions:**
Conduct thematic interactive sessions on anger management, time management, stress reduction, relationship boundaries, exam anxiety and digital detox. These sessions will be facilitated by psychologists, life coaches and spiritual counsellors.
6. **Suicide Prevention Programme:**
Implement a structured Suicide Awareness and Prevention Programme including gatekeeper training, open discussions and postvention support.
7. **Whole Person Education Integration:**
Align all well-being programmes with the College’s WPE modules, ensuring students are trained in emotional intelligence, gratitude journaling, mindfulness and spiritual reflection.

Human Resource Requirements

To provide effective mental health services, the College plans to strengthen its existing Counselling Centre under the supervision of the Dean of Students and the IQAC. Confidentiality, accessibility professional ethics will be ensured.

Proposed Personnel:

- One Full-time Counsellor with M.Phil. in Clinical Psychology / Psychiatric Social Work (RCI-recognized).
- Counselling Cell Coordinator and Faculty Advisors for value-based counselling, mindfulness and moral support.
- Mentors (trained through workshops) for early identification and referral of students needing assistance.

All counsellors will operate independently of the academic hierarchy to ensure privacy and student trust.

Infrastructure Requirements

1. Location:

The Student Counselling Centre and other convenient spaces will function as part of the Health and Wellness Centre, offering integrated physical and emotional care. This will help reduce stigma and facilitate easier student access.

2. Facilities:

- Private, soundproof counselling rooms ensuring confidentiality.
- A small waiting area with reading materials on mental health and motivation.
- Computer with internet access for documentation and research.
- Storage cabinets, files and secure record-keeping systems.
- Relaxation and mindfulness space for guided meditation or quiet reflection.
- The Centre will develop and display materials on stress management, positive thinking, substance abuse prevention and women's safety.

Sustainability and Integration Plan

- Year 1 and 2 (2024–2026): Strengthen the Counselling Centre, appoint full-time counsellor and conduct campus-wide baseline mental health survey.
- Year 3 (2026–2027): Launch peer support and faculty gatekeeper programmes; integrate wellness modules into Foundation and Value Education courses.
- Year 5 (2028–2029): Introduce resilience-building workshops, digital well-being campaigns and cross-institutional partnerships for mental health outreach.

Vision 2030: Jayaraj Annapackiam College for Women for Women (Autonomous) aims to become a Model Institution for Student Well-being and Holistic Development, recognized for its proactive mental health initiatives and Whole Person Education practices.

Networking and Collaboration Infrastructure

Action Plan for Strengthening Academia–Industry–Community

Collaboration

Objective:

To enhance graduate employability and professional readiness by institutionalizing internships, live projects, field visits, and collaborative research through active MoUs and interdepartmental coordination, supported by the Placement, Consultancy, and Entrepreneurship Cells.

This cluster will coordinate and monitor partnerships with industries, higher education institutions and community agencies to develop mutually beneficial collaborations in teaching, research, innovation and outreach.

Beyond promoting internships and field projects, the college will proactively seek consultancy opportunities, joint R&D projects, sponsorships for events and laboratories and industry participation in curriculum development. The College also intends to initiate joint certification programmes and industry-linked skill courses to enhance employability and entrepreneurial orientation.

Year 1 (2024–2025)

- Designate a MoU Nodal Officer to oversee all collaboration activities, maintain documentation, coordinate with departments, and monitor compliance.
- Review all existing MoUs for relevance, outcomes and renewal needs.
- Map potential collaborators in key sectors such as biotechnology, digital services, commerce, renewable energy, agriculture, NGOs and social enterprises.
- Aim to sign at least 10 new MoUs with industries, HEIs and NGOs for internships, field visits and expert talks.
- Invite industry experts for Board of Studies inputs to ensure curriculum–industry alignment.
- Conduct training programmes for industry employees, farmers, SHGs and local communities.
- Organize 2–3 technical talks or demonstrations by practitioners.

Year 2–3 (2025–2027)

- Appoint a MoU Coordinator and members from every department for systematic follow-up, execution and monitoring of collaboration activities.
- Recruit Professors of Practice from industry and field domains to strengthen industry-integrated pedagogy.
- Register JAC in the Govt. PoP Portal to streamline appointments.
- Establish collaborative research and incubation centres with industries, HEIs, or NGOs in areas like sustainable agriculture, waste management, eco-entrepreneurship, and digital innovations.
- Incorporate structured industry feedback during curriculum revision cycles.
- Facilitate consultancy assignments and project submissions to DST, DBT, ICSSR, DRDO, CSIR, TNSCST, etc.
- Launch collaborative certificate programmes to enhance employability.
- Ensure 100% internship or live project placement for final-year students.

Year 4–5 (2027–2029)

- Seek major CSR contributions to establish laboratories, incubation facilities, innovation hubs, green technologies, or professorial chairs.
- Expand MoUs with foreign universities for student exchange, faculty exchange, joint research and global internships.
- Invite industry professionals to serve on the Academic Council, Boards of Studies, and IQAC subcommittees.
- Strengthen faculty participation in sponsored and consultancy projects.
- Introduce industry-linked courses in all major disciplines with periodic external evaluations.
- Expand collaborations with NGOs and social enterprises for women empowerment, rural entrepreneurship, and community projects.

Expected Outcomes by 2029

- Minimum 50+ active MoUs with industries, HEIs, NGOs, and research institutions.
- 100% internship or live project opportunities for all final-year students.
- Enhanced faculty involvement in consultancy and industry-sponsored research.
- Launch of joint certification and industry-aligned skill courses across departments.
- Stronger employability, entrepreneurial orientation, and experiential learning ecosystem.

Vision 2030

Jayaraj Annapackiam College envisions a vibrant, sustainable network of academic–industry–community collaborations that strengthens research, bridges theory and practice, enhances employability and empowers women to be leaders of social and economic transformation.

Graduate Outcome Enhancement Plan

Action Plan for Improving Graduate Outcomes through Higher Education and Employability Initiatives

Objective:

To hone academically competent, professionally skilled, and socially responsible graduates through structured, quality-assured interventions in employability, entrepreneurship, and research. The institution aims to strengthen higher-education enrolment, career readiness, and self-reliance by integrating skill training, mentoring, and industry-academia partnerships within its Outcome-Based Education framework.

To achieve this, the institution integrates employability, entrepreneurship and research competencies within its academic framework. The Placement and Career Guidance Cell, Entrepreneurship Cell and Minority Cell, in coordination with IQAC, collectively drive structured interventions aimed at improving Graduate Outcomes in terms of higher education enrolment, employment self-reliance.

The College plans to expand partnerships with industries, universities and government agencies to enhance professional readiness, while integrating soft-skill training, competitive exam coaching and mentoring into the curriculum.

Year 1 (2024–2025)

- Faculty mentors will maintain cordial and continuous contact with alumnae to track their higher education, employment and entrepreneurial progression through mentoring networks and digital platforms.
- Expand competitive exam support through the Minority Cell, Current Events Club and Placement Cell for TNPSC, UPSC, NET, SET and banking examinations through mock tests and orientation programmes.
- Organize foundational soft skills and digital skills workshops on communication, presentation, teamwork, interview etiquette and workplace readiness.
- Launch the first phase of the Nation Level Alumnae Connect initiative to facilitate mentoring and professional guidance.
- Begin implementing compulsory internships or field exposure for all final-year students.

Year 2–3 (2025–2027)

- Conduct on-campus recruitment drives, hackathons, job melas and internship fairs in collaboration with industries and alumnae.
- Offer industry-recognized certification programmes in fields such as data analytics, digital marketing, accounting, biotechnology, communication skills and sustainability through collaborations with industries and online platforms.
- Strengthen the Entrepreneurship Cell and Incubation Centre to support student start-ups, social enterprises and rural entrepreneurship through training in business planning, innovation and financial literacy.
- Expand the Alumnae Connect initiative by engaging alumni working in academia, industry and entrepreneurship as career ambassadors.
- Facilitate industry immersion programmes for faculty members to align pedagogy with current market trends and technologies.
- Launch advanced competitive exam coaching through weekend online modules and expert sessions.
- Ensure 100% implementation of internships or live-project exposure for all outgoing students.
- Establish institutional collaborations with at least ten industries and ten educational institutions for placements, internships and higher education pathways.

Year 4–5 (2027–2029)

- Create a structured higher education guidance framework to support postgraduate admission, fellowship applications and research opportunities.
- Consolidate the entrepreneurship ecosystem by supporting incubated student ventures, rural entrepreneurship initiatives, and partnerships with NGOs and SHGs.
- Introduce industry-integrated academic pathways, micro-credentials, and cross-disciplinary employability modules.
- Expand national and international networks for study-abroad opportunities, internships, joint research and academic mobility.

- Aim for an overall graduate outcome rate of 85% or more, with at least 40% of graduates pursuing higher studies or research.
- Ensure that all students complete at least one industry-recognized certification course.
- Establish an alumnae career consortium for long-term support in mentoring, placements, and professional advancement.

Expected Outcomes (By 2030)

- Increase in Graduate Outcome rate (employment, entrepreneurship, or higher education) to 85% or above.
- At least 40% of graduates to pursue higher education or research.
- 100% of students to complete at least one skill-based or certification course before graduation.
- Strengthened entrepreneurial culture through student-led start-ups and incubated ventures.
- Enhanced alumni engagement in mentoring and job facilitation.

Vision for 2030

By 2030, Jayaraj Annapackiam College for Women aspires to emerge as a nationally recognized institution for women's higher education and employability, producing graduates who blend professional excellence with ethical leadership.

Sustainability and Green Initiative Plans

Action Plan for Strengthening Ecological Stewardship and Sustainable Campus Development

Objective:

To transform JAC into a model institution of integral ecology and sustainable living by 2030 through the integration of environmental literacy, resource efficiency and climate resilience across academic and administrative domains. Guided by IQAC and the Eco Club, the College seeks to strengthen its sustainability practices, align them with the UN Sustainable Development Goals (4, 7, 11, 12, 13) and institutionalize a comprehensive Green Campus Policy creating ecological consciousness and responsible citizenship.

As a green and eco-conscious campus spread across 58.74 acres, JAC aims to evolve into a model institution of integral ecology and sustainable living by 2030. Building on its established green practices such as rainwater harvesting, solar energy use, biogas production, waste segregation and biodiversity conservation. The College plans to scale up its environmental efforts through structured planning, documentation and capacity-building.

Year 1 (2024–2025)

- The Eco Club and IQAC will jointly initiate and monitor sustainability activities, oversee environmental goals, conduct green audits and integrate SDG-based practices across all departments.
- Upgrade rainwater harvesting structures and groundwater recharge units.
- Strengthen waste segregation and expand composting and paper recycling units.
- Begin expansion of the biodiversity register and identify spaces for the botanical garden and butterfly park.
- Integrate Environmental Literacy Modules into the curriculum through Courses such as Environmental Studies, Eco-Literature and Sustainability Life Skills.
- Promote low-carbon mobility through awareness drives on carpooling, cycling and energy conservation.

- Conduct sustainability awareness programmes in nearby villages through NSS, and JACEP.
- Expand JACTILE and e-office platforms to reduce paper consumption across departments.

Year 2–3 (2025–2027)

- Increase solar power generation capacity and expand solar lighting across walkways, hostels and key blocks.
- Develop the botanical garden and butterfly park as ecological learning zones for students.
- Implement wastewater recycling systems for gardening and landscaping.
- Establish shaded walkways, eco-landscaping and vertical garden installations to regulate campus microclimate.
- Strengthen sustainability-based value-added courses and projects to integrate experiential learning projects on waste management, biodiversity, and water conservation.
- Expand outreach programmes to include workshops on green entrepreneurship, water safety, and household waste reduction for community groups.

Year 4–5 (2027–2029)

- Achieve significant progress toward becoming a carbon-neutral campus with measurable reduction in emissions.
- Ensure that at least 50% of campus energy requirements are met through renewable sources.
- Complete the establishment of biodiversity learning zones with documented species diversity.
- Maintain 100% compliance in waste segregation and recycling protocols across all departments and hostels.
- Publish annual Sustainability and Green Audit Reports verified by external experts.
- Fully embed sustainability literacy into the UG curriculum through coursework, field projects, and community engagement.
- Strengthen community partnerships for long-term sustainability education and ecological stewardship.

Vision for 2030

By 2030, Jayaraj Annapackiam College for Women for Women (Autonomous) aims to emerge as a benchmark institution for sustainability and integral ecology in higher education and a living laboratory where every initiative reflects environmental responsibility, social awareness faith-based stewardship of creation.

Governance Infrastructure

Objective:

To establish a transparent, inclusive and sustainable governance system by 2030 through the digitization of all administrative processes, participatory decision-making, and ethical leadership. The institution aims to enhance accountability and integrity by adopting data-driven governance mechanisms, ensuring stakeholder representation, and aligning all institutional policies with sustainability and the SDGs.

Year 1 (2024–2025)

- Implement e-governance systems for minutes and digital archiving of institutional data.
- Include student, alumnae and community representation in selected governance bodies to strengthen participatory decision-making.
- Establish transparent grievance redressal and feedback mechanisms accessible to all stakeholders.

Year 2–3 (2025–2027)

- Integrate ERP systems with IQAC data management for smart, data-driven governance practices.
- Launch a comprehensive Governance Portal to streamline communication, documentation and policy access.
- Conduct training programmes for faculty and administrative staff on digital documentation, ethical governance, and accountability.
- Develop AI-supported dashboards for decision-making, departmental monitoring, and academic planning.
- Strengthen policy frameworks to align governance processes with SDGs and sustainability priorities across departments.

Year 4–5 (2027–2029)

- Publish annual Governance and Transparency Reports for public access to ensure accountability and trust.
- Establish a sustainable, fully digitized governance ecosystem with automated documentation, data analytics, and performance review mechanisms.
- Consolidate stakeholder participation through structured annual consultations with students, faculty, alumnae, parents, and community partners.
- Ensure all governance practices reflect transparency, ethical standards, environmental responsibility, and long-term institutional sustainability.

Comprehensive Five-Year Strategic Action Plan of the College

Year 1 and 2 – Launch and Integration

- **Extension of Autonomy:** Prepare and submit proposal to UGC for the extension of autonomous status (2024–2034).
- **Research Centres and Guideship:** Establish additional Research Centres and encourage faculty to apply for Guideship under Mother Teresa Women’s University.
- **IKS Training for Faculty and Students:** Establish an IKS Cell and organize orientation programmes, workshops, and training sessions for faculty and students to promote awareness and integration of Indian Knowledge Systems (IKS) in teaching and learning.
- **Outcome-Based Education Implementation:** Ensure full implementation of OBE up to attainment level and provide attainment sheets to all outgoing students.
- **Faculty Development:** Organize semester-wise FDPs on Outcome-Based Education, ICT integration research ethics.
- **Skill Development and Start-up Training:** Launch student Start-up and Incubation Cell (JACSIC) for entrepreneurship and sustainable product development.

Year 3 and 4 – Expansion and Deep Engagement

- Programme Diversification: Introduce new academic programmes such as BA English and Psychology, BSc Home Science, B.Sc. Forensic Science etc based on community and industry demand.
- Faculty Exchange and Collaboration: Initiate faculty and student exchange programmes with partner institutions in the Philippines, U.K. other universities.
- Research Grants and Projects: Encourage each department to apply for ICSSR/DST/UGC Minor Research Projects.
- Strengthening IKS and Interdisciplinarity: Offer interdisciplinary IKS certificate courses.
- Placement and Career Readiness: Launch structured Career Mentorship and Employability Cell to improve placement rates.

Year 5 – Sustainability, Evaluation Globalization

- Global Academic Networking: Formalize international MoUs for student internships and collaborative research.
- Institutional Benchmarking: Undertake academic and administrative benchmarking with other autonomous women’s colleges.
- FDP Globalization: Partner with global education consortia (United Board, British Council, AUAP) for faculty leadership programmes.
- Sustainability in Academic Practice: Institutionalize Green Curriculum integrating SDGs in all departments.
- Quality and Governance Review: Conduct mid-cycle IQAC-led Institutional Evaluation to prepare for NAAC Cycle VI and NIRF Ranking.



Co-ordinator - IQAC
Jayaraj Annapackiam College
for Women (Autonomous)
Thamaraikulam, Periyakulam-625 601
Theni District Tamil Nadu



Principal
Jayaraj Annapackiam College
for Women (Autonomous)
Periyakulam - 625 601.
Theni District.

