YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	`S.T.Hindu College`
• Name of the Head of the institution	`Dr.T. M. PADMANABHAN`
• Designation	`PRINCIPAL`
• Does the institution function from its own campus?	`Yes`
• Phone no./Alternate phone no.	`04652222127`
• Mobile No:	`9486418240`
• Registered e-mail	`sthinducollege@gmail.com`
• Alternate e-mail	`principal@sthinducollege.com`
• Address	`Kottar, Nagercoil-2`
• City/Town	`Nagercoil`
• State/UT	`Tamil Nadu`
• Pin Code	`629002`
2.Institutional status	
• Affiliated / Constitution Colleges	`Affiliated`
• Type of Institution	`Co-education`
• Location	`Urban`
• Financial Status	`Grants-in aid`

16-01-2025 11:45:36

• Name of the Affiliating University	**Manonmaniam Sundaranr University**
• Name of the IQAC Coordinator	**Dr.K. PAZHANIKUMAR**
• Phone No.	**9344618391**
• Alternate phone No.	**9486955525**
• Mobile	**9486955525**
• IQAC e-mail address	**iqacsthc2021@gmail.com**
• Alternate e-mail address	**skpk73@gmail.com**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.sthinducollege.com/aqar
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.sthinducollege.com/academic-calendar

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	**B++**	**2.9**	**2024**	**29/02/2024**	**28/02/2029**
Cycle 2	**A**	**3.11**	**2010**	**28/03/2010**	**27/03/2015**
Cycle 1	**B+**	**Nil**	**2002**	**01/10/2002**	**01/10/2007**

6.Date of Establishment of IQAC	**20/06/2008**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
S.T.Hindu College	**UGC-NET-JRF**	**UGC**	**2024**	**710087**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	`3`	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	`Yes`	
• If No, please upload the minutes of the meeting(s) and Action Taken Report	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	`No`	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

`Streamlined the final data collection process for timely submission of the SSR.`

`Prepared and reviewed criterion-wise clarification documents to meet NAAC's requirements, ensuring submission by the stipulated deadline.`

`Initiated the application for an NPTEL Local Chapter to enhance online learning, and facilitated college registration in the IRINS for improved research information management.`

`Planned and arranged mock peer-team visits, along with other preparatory steps, to ensure readiness for the official NAAC Peer-Team visit and compliance with assessment standards.IQAC took the lead in preparing for NAAC accreditation, ensuring all necessary documentation was in place and that the institution met the required quality standards, resulting in successful accreditation`

`Formed dedicated teams for the Annual Magazine and Newsletter to highlight academic achievements and institutional insights.`

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Streamline the data collection and verification process for SSR submission by creating a timeline and assigning responsibilities to department heads.	Achieved timely data collection and document submission, leading to a comprehensive and well-organized SSR.
Arrange a series of mock peer-team visits, improve infrastructure, and train staff on NAAC processes to ensure the college's readiness.	Successful completion of mock visits and enhanced readiness for the official NAAC Peer-Team assessment.
Apply for an NPTEL Local Chapter to provide students access to online learning and research resources and register with IRINS to streamline research data for faculty.	NPTEL Local Chapter established, providing access to quality online courses; faculty profiles registered on IRINS, boosting visibility and research networking.
Form dedicated committees to publish an Annual Magazine and a Newsletter that showcases faculty and student achievements, as well as institutional milestones.	Regularly published Newsletter and Annual Magazine highlighting achievements, enhancing the college's academic and cultural profile.
Renovate key facilities, including the principal's office and college laboratories, to provide a better learning environment and comply with quality standards.	Key facilities upgraded, creating a more conducive environment for students and staff, and aligning with NAAC's quality parameters.
Organize the logistics, ensure documentation is in place, and prepare faculty, staff, and students for the NAAC Peer Team visit	A smooth and successful NAAC Peer Team visit, leading to positive feedback, recommendations for improvement, and the institution's accreditation.

13.Whether the AQAR was placed before statutory body?	No
• Name of the statutory body	

Name	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	16/02/2024

15.Multidisciplinary / interdisciplinary

Multidisciplinary and interdisciplinary education systems are two fundamental approaches that prioritize the integration and collaboration of diverse disciplines to enhance learning outcomes and problem-solving capabilities. In a multidisciplinary framework, students engage with multiple disciplines independently while being encouraged to identify connections and relationships among them. This model facilitates a comprehensive understanding of various fields while allowing for specialization in each area. Conversely, an interdisciplinary education system seeks to integrate elements from different disciplines, fostering a holistic learning environment. Participants in interdisciplinary programs collaborate on projects and research that leverage insights and methodologies from multiple domains, effectively addressing complex real-world problems. Both educational approaches offer distinct advantages in preparing students for the intricacies of contemporary society. Multidisciplinary education cultivates expertise across several fields, promoting a well-rounded perspective, while interdisciplinary programs emphasize creativity and innovation through the synergistic connections between varied disciplines. By immersing students in a wide range of knowledge and encouraging interdepartmental collaboration, these systems enhance adaptability, problem-solving skills, and a comprehensive understanding of interconnected global issues. In an ever-evolving world where challenges are multifaceted, multidisciplinary and interdisciplinary educational frameworks are essential in equipping learners with the requisite skills and mindset to succeed in diverse professional environments.

16.Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) represents a significant advancement in the national educational policy. It serves as a virtual repository for the storage of credits earned by individual students throughout their educational journeys. Each student is required to establish an account within the ABC, allowing for

multiple entries and exits during their academic tenure. Students have the flexibility to leave and rejoin the system at any point in their learning process. All credits accumulated during their studies are securely transferred to this account, enabling students to access and verify their credit information at any time. The implementation of the ABC enhances faculty efficiency and encourages a structured approach to education that fosters skill development and consistent academic growth among students. A key advantage of the ABC is the autonomy it affords students in selecting their courses. Students retain the right to withdraw from courses at any stage, facilitating a personalized educational experience. Based on the credits accrued, students can ultimately receive degrees, diplomas, or certificates upon completion of their chosen courses. Thus, the ABC not only promotes flexibility in learning but also supports students in achieving their academic and professional goals.

17.Skill development:

Skill development is a fundamental component of educational institutions, as it equips students with the essential competencies necessary for success in their future endeavors. By emphasizing the cultivation of a diverse skill set—including critical thinking, problem-solving, communication, and collaboration—educational institutions effectively prepare students to navigate the complexities of the modern world. In India, skill development has emerged as a key focus area for the government, aimed at bridging the gap between academic learning and industry demands. Initiatives such as the Skill India Mission and the National Skill Development Corporation are designed to equip students with the requisite skills for success in today's workforce. The government is actively collaborating with educational institutions to integrate practical training, internships, and industry-relevant curricula, thereby enhancing students' employability. This strategic approach not only increases the employability of graduates but also supports the nation's broader economic growth and sustainable development objectives. Through comprehensive skill development programs, educational institutions empower students to become proactive learners and future leaders, capable of making a meaningful and lasting impact on society.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The appropriate integration of the Indian Knowledge System (IKS) within contemporary education is vital for preserving and promoting the rich cultural heritage of India. Emphasizing teaching in Indian

languages not only enhances comprehension among students but also deepens their connection with their roots, fostering a sense of identity and belonging. This approach allows for the exploration of traditional wisdom, philosophies, and practices that have stood the test of time. Furthermore, incorporating aspects of Indian culture into the curriculum enriches the educational experience by contextualizing learning within students' societal frameworks. This can include the study of classical literature, art, music, and historical narratives that highlight India's diverse cultural tapestry. The utilization of online courses can further augment this integration, making IKS accessible to a broader audience. By leveraging digital platforms, educational institutions can offer a variety of courses that explore Indian art, philosophy, and sciences, facilitating a global exchange of ideas while remaining anchored in indigenous knowledge systems. Overall, this multifaceted approach not only preserves IKS but also empowers students to appreciate their heritage, fostering a holistic educational experience that prepares them for global citizenship while honoring their cultural identity.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Outcome-Based Education (OBE) is an educational paradigm that emphasizes the achievement of specific competencies and skills as the primary goal of the learning process. By focusing on clearly defined learning outcomes, OBE enables educators to align their teaching methodologies, assessment strategies, and curricula to ensure that students acquire the necessary knowledge and abilities. This approach shifts the emphasis from traditional rote learning to fostering critical thinking, problem-solving, and practical application of knowledge. In OBE, learning outcomes are articulated in terms of what students should know and be able to do upon completion of a course or program. This alignment promotes accountability, as both educators and learners are aware of the expectations and can monitor progress toward achieving these outcomes. OBE is particularly beneficial in preparing students for the demands of the modern workforce, as it cultivates skills that are directly relevant to industry needs. By integrating assessment methods that evaluate not only knowledge retention but also the application of skills, OBE enhances the overall effectiveness of education. Ultimately, the implementation of OBE creates a learner-centered environment that encourages active participation and continuous improvement, ensuring that graduates are well-equipped to face real-world challenges.

20.Distance education/online education:

Distance education and online learning represent transformative paradigms within the educational landscape, offering myriad advantages that enhance accessibility and engagement. A paramount benefit is the increased reach of educational opportunities, allowing students from varied backgrounds and geographical locations to engage in learning experiences previously beyond their reach. This inclusivity effectively dismantles traditional barriers, empowering individuals to pursue academic aspirations irrespective of their personal circumstances. Moreover, the flexibility inherent in distance education enables learners to progress at their own pace and schedule, facilitating a harmonious balance between academic responsibilities and personal commitments, such as work and family obligations. This adaptability often translates into heightened student engagement and improved retention rates, as learners can customize their educational journeys according to their unique requirements. Additionally, online education harnesses cutting-edge technologies and innovative pedagogical methodologies that enrich the learning experience. Interactive multimedia, virtual simulations, and collaborative online environments enhance engagement, making education more dynamic and participatory. Furthermore, adaptive learning algorithms allow for personalized educational pathways, addressing individual learning styles and speeds. Through these technological advancements, educators can foster a student-centric environment that nurtures inclusivity and promotes academic success, ultimately contributing to a more effective and enriching educational experience.

Extended Profile

1.Programme

1.1   **976**

Number of courses offered by the institution across all programs
during the year

File Description	Documents
Data Template	[View File](#)

2.Student

2.1   **3203**

Number of students during the year

File Description	Documents
Data Template	[View File](#)

2.2   **845**

Number of seats earmarked for reserved category as per GOI/ State
Govt. rule during the year

File Description	Documents
Data Template	[View File](#)

2.3   **1223**

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	[View File](#)

3.Academic

3.1   **183**

Number of full time teachers during the year

File Description	Documents
Data Template	[View File](#)

3.2   **194**

Number of Sanctioned posts during the year

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	**976**

File Description	Documents
Data Template	View File

2.Student

2.1 Number of students during the year	**3203**

File Description	Documents
Data Template	View File

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**845**

File Description	Documents
Data Template	View File

2.3 Number of outgoing/ final year students during the year	**1223**

File Description	Documents
Data Template	View File

3.Academic

3.1 Number of full time teachers during the year	**183**

File Description	Documents
Data Template	View File

3.2 Number of Sanctioned posts during the year	**194**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total number of Classrooms and Seminar halls	**98**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**191.38**
4.3 Total number of computers on campus for academic purposes	**313**

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

At our college, we cultivate a vibrant and stimulating learning atmosphere designed to fuel the intellectual and career ambitions of our students. Science enthusiasts thrive in our cutting-edge laboratories, where they engage in hands-on research that ignites their passion for quantitative analysis. With access to a vast array of library resources, their thirst for knowledge is ever-quenched.

Our commitment to experiential learning shines brightest through immersive field projects, where students put theory into practice. Guided by our dedicated faculty, these enriching field trips contribute to their overall development and broaden their horizons. In the Arts sector, research rooms are treasures of diverse literature, inspiring creativity and offering fresh insights to inquisitive minds.

Our curriculum is a harmonious blend of traditional instruction

and modern technology, utilizing innovative ICT tools such as PowerPoints, LCD projectors, and engaging visuals. This comprehensive approach equips students to thrive across different assessment styles. Our empowered faculty adeptly weave these technologies into their teaching, ensuring a seamless and effective learning journey.

A robust feedback system captures the invaluable experiences of our students, creating a continuous loop of improvement. By regularly analyzing academic performance through insights from students, alumni, and stakeholders, we relentlessly pursue growth and excellence.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	NIL

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The academic calendar is meticulously structured to encompass 180 working days across two semesters, allocating a total of 450 hours of instruction per semester. In alignment with the university's timetable, the Academic Calendar Committee has provisionally scheduled various academic, co-curricular, and extracurricular activities.

To ensure a smooth and effective teaching and learning experience, the academic calendar is distributed well in advance to all faculty members, support staff, and students alike. In addition to the comprehensive guidebook, regular circulars are disseminated to keep the community informed of ongoing developments.

Each department customizes its academic calendar, drawing from the college handbook for guidance. As per the schedule devised during departmental meetings, various activities such as guest lectures, webinars, seminars, workshops, conferences, and symposiums are organized to enrich the academic landscape. Departments also conduct internal examinations, assign projects, and facilitate fieldwork and internships as essential components of continuous internal evaluation (CIE).

To promote swift and efficient communication, dedicated social

media channels have been established. Furthermore, ICT resources are integrated within classrooms to enhance the teaching and learning process effectively. Each instructor across all departments employs student-centered teaching methodologies, fostering a transformative educational experience for students.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://www.sthinducollege.com/site-content/2024/02/2023-2024-calender.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

30

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

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

10

File Description	Documents
Any additional information	**No File Uploaded**
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

1682

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

1682

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

Integrating courses such as Entrepreneurial Development, Personality Development, and Business Communication into the

curriculum cultivates a well-rounded educational experience, equipping students for success in a dynamic and competitive world. Entrepreneurial Development fosters innovative thinking, a crucial asset for today's marketplace. Simultaneously, Personality Development enhances self-awareness and effective communication skills, facilitating both personal and professional growth. Business Communication trains students essential competencies needed for successful corporate interactions, English for Employability sharpens their language proficiency for professional contexts.

Additionally, numerous programs are dedicated to women's empowerment, aimed at fostering sensitivity and awareness of gender issues. These courses delve into the challenges faced by women, emphasizing the critical importance of gender equality within society. By exploring the complexities of gender dynamics, students gain the knowledge and tools necessary to advocate for positive change.

Courses focused on Human Values encourage reflection on ethical principles and their societal implications, cultivating a strong sense of ethics and social responsibility. Furthermore, the curriculum features courses centered on environmental sustainability, addressing urgent issues like climate change and conservation. These programs empower students to understand the impact of their actions on the environment and inspire them to champion sustainable practices, ultimately shaping them into responsible stewards of the planet.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

24

File Description	Documents
Any additional information	**No File Uploaded**
Programme / Curriculum/ Syllabus of the courses	[View File](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	[View File](#)
Number of courses that include experiential learning through project work/field work/internship (Data Template)	[View File](#)

1.3.3 - Number of students undertaking project work/field work/ internships

1032

File Description	Documents
Any additional information	[View File](#)
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	[View File](#)

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**B. Any 3 of the above**

File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	**No File Uploaded**
Any additional information(Upload)	View File

1.4.2 - Feedback process of the Institution may be classified as follows	**C. Feedback collected and analyzed**

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://www.sthinducollege.com/site-content/2024/10/feedback-form.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

1641

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

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

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

545

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

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

At the outset, students' learning capabilities are evaluated primarily through their Class XII scores. In subsequent years, their academic performance is further assessed through indicators such as alertness, class participation, and mid-semester evaluations.

For Advanced Learners: Advanced learners are encouraged to expand their intellectual horizons by engaging with scholarly journals and advanced study materials. They are motivated to deliver presentations, write research papers, and participate in national and international conferences, seminars, and workshops. Furthermore, they receive hands-on training with cutting-edge equipment and techniques relevant to their programs. Outstanding students, including semester toppers and university rank holders, are honored during the Annual Day celebrations.

For Slow Learners: Slow learners are supported through the identification of the underlying causes of their challenges, supplemented by tailored solutions. Parent-Teacher meetings are held to discuss and assess the learning difficulties encountered by these students. Addressing both academic and personal issues is crucial for holistic development. In-class instruction includes evaluations of assignments with constructive feedback provided. Additionally, designated tutorial sessions offer remedial support specifically for slow learners, ensuring they receive the necessary assistance both inside and outside the classroom.

File Description	Documents
Link for additional Information	NIL
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
3203	183

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

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

S.T. Hindu College enriches the student learning experience through innovative, student-centered approaches that include experiential learning, participative methodologies, and problem-solving techniques both inside and outside the classroom. The curriculum for disciplines such as Physics, Chemistry, Botany, and Zoology features engaging department-specific activities like museum visits, field trips, study tours, and industrial excursions.

Our faculty employs diverse and dynamic teaching methods, including seminar presentations, group discussions, and role-playing, which not only captivate students but also enhance their interpersonal skills, equipping them for real-world interactions and future success.

Students undertake faculty-guided projects funded by esteemed institutions, promoting the practical application of their academic knowledge. They are also encouraged to join co-curricular activities organized in collaboration with prestigious organizations, gaining insights from experts, academics, artists, and activists on various societal and environmental matters.

The college's Placement Cell is instrumental in helping students secure internships, providing them with invaluable, hands-on experience. Furthermore, students actively engage in outreach and co-curricular activities organized by various college committees, ensuring a well-rounded educational journey that transcends traditional learning.

File Description	Documents
Upload any additional information	View File
Link for additional information	NIL

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

At S.T. Hindu College, we leverage cutting-edge ICT tools to enhance traditional teaching methods, transforming learning into an engaging and accessible experience for all students. Our campus is equipped with approximately 200 desktops, 30 laptops, and a high-speed 150 MBPS fiber connection. Classrooms and laboratories come alive with projectors and are Wi-Fi enabled, allowing educators to stream web content and videos seamlessly. Various departments and the library house printers and scanners, supported by 10 Wi-Fi routers and 15 access points, ensuring uninterrupted internet access for faculty and students alike.

Our faculty actively collaborates and shares a wealth of resources, including e-books, web links, and YouTube videos. We have established online digital repositories on platforms like YouTube, making lectures easily accessible to students. Additionally, study materials and PowerPoint presentations are uploaded to the college website, where students can also find previous year's question papers.

In times of necessity, faculty members utilize online platforms such as Zoom, Google Classroom, Microsoft Teams, and Cisco Webex to conduct virtual classrooms. Furthermore, they maintain communication with students through social media platforms like WhatsApp and Telegram, providing ongoing support and information that extends beyond the classroom environment.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://www.sthinducollege.com/ict-tools

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest

completed academic year)

2.3.3.1 - Number of mentors

`90`

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	**No File Uploaded**
mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

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

`183`

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	**No File Uploaded**
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

`157`

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

2106

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

S. T. Hindu College, a key member of Manonmaniam Sundaranar University, adheres to the university's evaluation and examination protocols. Each department actively engages students with regular assessments, including assignments, seminars, and internal examinations, ensuring students are well-informed about exam timelines. The university's evaluation system assigns 75% of the total marks to end-semester exams, while Continuous Internal Assessment (CIA) accounts for 25%. For undergraduates, the breakdown includes 20% from internal tests and 5% from assignments. In contrast, postgraduates earn 15% for internal exams, alongside 5% each for seminar presentations and assignments.

Three internal exams are held, with the top two scores counted towards the final assessment. Faculty members offer feedback and support after assessments, fostering a deeper understanding of the material. Internal grades are promptly posted on the university portal and displayed on department boards for transparency. Special exams cater to students involved in NCC, NSS, sports, and other extracurriculars. For external exams, timely notifications ensure students are always in the loop. During the pandemic, online examinations were implemented, supported by a dedicated team ready to assist with any inquiries. The university also provides opportunities for supplementary exams and revaluation.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.sthinducollege.com/distribution-of-marks-for-cia

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

S.T. Hindu College has implemented a comprehensive framework to ensure that the continuous assessment process is transparent, efficient, and focused on the best interests of its students. Notifications regarding internal assessments are clearly displayed on college notice boards, keeping students informed at all times. After evaluations, discussions are held regarding answer scripts for internal class tests, assignments, and project reports, encouraging students to raise any concerns about their awarded marks directly with the respective faculty member.

If grievances remain unresolved, students have the option to approach their mentor or the designated teacher for further assistance. In exceptional cases, intervention from the Head of Institution may be sought to ensure fair resolution. Ample time is provided for students to request attendance concessions based on medical conditions or participation in extracurricular activities.

To uphold consistency across subjects, individual marks assigned by faculty members are moderated by departmental committees. Final internal assessment records are submitted to the university only after all students have signed the relevant documents. Should any discrepancies arise between the marks given by faculty and those reflected in the university records, the college is committed to assisting students in rectifying these issues.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.sthinducollege.com/distribution-of-marks-for-cia

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The Programme Outcomes (PO) are intricately derived from a diverse array of courses within our academic programs. Each course is linked to specific Course Outcomes (CO), which are systematically aligned with their corresponding Programme Outcomes. The assessment of these Course Outcomes is carried out quantitatively, ensuring strict adherence to the relevant course syllabi. When Course Outcomes are successfully achieved, it naturally follows that the Programme Outcomes are likewise fulfilled. To establish a robust correlation between COs and POs, we implement precise guidelines that comply with university standards during the introduction or revision of each course.

Course Outcomes encapsulate the essential knowledge, skills, and competencies that students are expected to develop throughout their educational journey. These outcomes enhance students' understanding and application of their learning experiences within each course. Clearly articulated COs assist faculty in assessing the degree of attainment at the conclusion of each semester while also guiding the formulation of effective teaching and evaluation strategies tailored to achieve the specified outcomes.

The Programme and Course Outcomes for all subjects offered at the college are comprehensively detailed on the college website, alongside the associated curriculum. This crucial information is effectively communicated to both faculty and students, facilitating the evaluation and comparison of each subject in relation to the defined POs and COs. Access to the Course and Programme Outcomes, in addition to the curriculum, can be conveniently obtained via the provided link.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	https://www.sthinducollege.com/pos-and-cos
Upload COs for all courses (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Our esteemed institution, affiliated with Manonmaniam Sundaranar University, provides a diverse array of undergraduate, postgraduate, and research programs in the disciplines of Arts, Commerce, and Science. The curriculum is meticulously crafted to align with university guidelines, ensuring quality education and

relevance.

We engage in a systematic evaluation of Programme Outcomes, Programme Specific Outcomes, and Course Outcomes, with results shared transparently with students through classroom discussions and departmental announcements. Over the past five years, we have observed a commendable upward trend in student enrollment, passing rates, and a substantial increase in the number of students advancing to postgraduate studies. Notably, our student placement rates are also on a positive trajectory.

Our assessment framework employs both formal and informal evaluation methods to gauge POs, PSOs, and COs accurately. This includes Continuous Internal Assessment (CIA), conducted by our college, in conjunction with End Semester Examinations administered by the university, thereby providing comprehensive feedback on student performance.

Students actively participate in a variety of evaluative activities, including seminars and assignments, with their internal marks systematically recorded in a Profile Register, ensuring transparency and accountability. The collective pass percentage in End Semester Examinations serves as a testament to the overall progress of the classes.

We proudly recognize our academic achievers during the Annual Day celebrations, fostering a culture of excellence and motivating peers to reach their full potential.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://www.sthinducollege.com/pos-and-cos

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

934

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://www.sthinducollege.com/site-content/2025/01/annual-report-2023-2024.pdf

2.7 - Student Satisfaction Survey

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

https://www.sthinducollege.com/feedback

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 year (INR in Lakhs)

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

`? 7,81,787.00`

File Description	Documents
Any additional information	`No File Uploaded`
e-copies of the grant award letters for sponsored research projects /endowments	`No File Uploaded`
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

`781787.00`

File Description	Documents
List of research projects and funding details (Data Template)	[View File](#)
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	[View File](#)
Paste link to funding agency website	[NIL](#)

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

27

File Description	Documents
Report of the event	[View File](#)
Any additional information	**No File Uploaded**
List of workshops/seminars during last 5 years (Data Template)	[View File](#)

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

134

File Description	Documents
Any additional information	[View File](#)
List of research papers by title, author, department, name and year of publication (Data Template)	[View File](#)

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

74

File Description	Documents
Any additional information	**No File Uploaded**
List books and chapters edited volumes/ books published (Data Template)	[View File](#)

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Our college is dedicated to fostering a strong connection between the institute and the surrounding community through a variety of extension activities aimed at raising students' awareness of community needs. Our students actively engage in social service initiatives, which contribute significantly to their personal and professional growth.

Student volunteers frequently visit neighboring localities to organize and participate in diverse community activities. S.T. Hindu College undertakes various extension programs with the dual objectives of educating students about pressing social issues and making meaningful contributions to the community while enhancing community involvement.

Notable initiatives undertaken by our college include participation from various organizations such as the NCC, NSS, YRC, RRC, and the Save Nature Club. Key activities include:

- National Unity Day
- Swachh Bharat initiatives
- Swachhata Pakhwara 2022
- · Awareness about Forest Fire and Plastic
- Teachers Day · Voters Awareness
- Independence & Republic Day
- Motivational Programme
- Antidrug Awareness Rally
- Tuberculos Awareness Programme
- International Day for Risk Reduction
- International Yoga Day

Through these efforts, we aim not only to sensitize our students but also to promote a spirit of service and collaboration within the community.

File Description	Documents
Paste link for additional information	https://www.sthinducollege.com/site-content/2024/12/3.pdf
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	No File Uploaded

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

37

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

5636

File Description	Documents
Report of the event	View File
Any additional information	**No File Uploaded**
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

2

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	View File

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

2

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	**No File Uploaded**
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Facilities for Teaching-Learning Activities

The College is equipped with a robust array of infrastructural facilities aimed at enhancing the overall teaching and learning experience. Each academic year begins with a thorough assessment of infrastructural needs, resulting in timely updates, modifications, repairs, and replacements as required.

Our institution features 98 classrooms, the majority of which are outfitted with advanced Information and Communication Technology (ICT) tools. Designed for optimal ventilation and comfort, these classrooms cater to the specific requirements of various academic programs, offering ample furniture for lectures, tutorials, and presentations. Additionally, four ICT-enabled seminar halls are available for in-depth discussions and presentations.

The College proudly houses a comprehensive library with over 79,000 volumes managed through the Integrated Library Management System 'ROVAN.' It provides access to online journals and INFLIBNET resources, serving the needs of both research scholars and students alike.

Laboratory facilities are well-equipped to support both undergraduate and postgraduate programs, including dedicated research labs. The Life Science Departments maintain an Eco Pond and Botanical Garden, which are integral to their academic activities. Convenient on-campus services such as photocopying, binding, and lamination further enhance the academic environment. A state-of-the-art CCTV surveillance system ensures the safety of

students and staff across the campus, complemented by designated spaces for NSS, NCC, and other extracurricular activities.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.sthinducollege.com/gallery/infrastructure/page/1

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

The college is dedicated to nurturing the holistic development and overall growth of its students through a vibrant array of sports and cultural activities. Specialized rooms are allocated for organizations such as the NSS and NCC to facilitate their initiatives effectively.

Our institution boasts extensive facilities designed to support a wide range of extracurricular programs. The college grounds, encompassing over 15,000 square feet, provide generous space for various sports activities. Within our indoor stadium, students benefit from a well-maintained basketball court and two badminton courts, ensuring access to high-quality sports infrastructure. Furthermore, our commitment to sports development is underscored by a Memorandum of Understanding (MoU) with the Kanyakumari District Cricket Association, designating our college as an approved center for cricket training, thereby enhancing our athletic initiatives. Our college teams have a proven track record of success in various competitions.

Since its establishment in 1998, our gymnasium has been fully operational, featuring a comprehensive array of strength training equipment and treadmills that promote physical fitness among students. Our auditorium, which spans 906 square meters and includes an additional 485.3 square meters of mezzanine space, has the capacity to accommodate 800 individuals and serves as a venue for significant events, including the Annual College Day. Additionally, our open-air auditorium is equipped to host larger audiences.

Established norms and policies regulate the use of these facilities, ensuring optimal access and active participation for all students, thus fostering a thriving environment for personal

and communal growth.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.sthinducollege.com/sports-and-games

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

30

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

30

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.sthinducollege.com/site-content/2024/10/number-of-classrooms-and-seminar-halls-with-ict-enabled-facilities-such-as-smart-class-lms-etc.pdf
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View File](#)

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

2,23,01,060

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload audited utilization statements	[View File](#)
Upload Details of budget allocation, excluding salary during the year (Data Template)	[View File](#)

4.2 - Library as a Learning Resource

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

The S.T. Hindu College library is situated in a modern two-story building adjacent to the college grounds, serving as a crucial resource center for academic and research pursuits. Having transitioned to partial automation in 2008, the library operates using the Integrated Library Management System known as ROVAN. Developed by ROVAN Software Solutions Private Limited in Sivakasi, this software has undergone regular upgrades since its initial deployment to ensure optimal functionality.

With a seating capacity for 200 individuals, the library features a mezzanine level designated for book storage, along with a variety of facilities designed to support the academic community. These include internet access, a dedicated reading room, and a comprehensive reference section. The library's collection is diverse, featuring a multitude of periodicals, journals, CDs, newspapers, previous years' question papers, bound volumes of antiquated journals, and essential study materials for competitive examinations such as NET, SSC, UPSC, TNPSC and PSC. Additionally, the library maintains a separate institutional repository and provides online journal access through services like INFLIBNET, catering to the needs of both research scholars and students.

To enhance accessibility, PG students, research scholars, and faculty members are assigned personal user-login credentials, facilitating remote access to UGC INFLIBNET N-LIST resources, eBooks, and e-journals. The library operates from 9:00 AM to 4:00 PM on working days, welcoming all students and faculty members to utilize its extensive resources.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://www.sthinducollege.com//site-content/2024/10/library-is-automated-using-integrated-library-management-system.pdf

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	B. Any 3 of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

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

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

2,23,972

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

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

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

50

File Description	Documents
Any additional information	**No File Uploaded**
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The college has consistently prioritized the enhancement of IT facilities, ensuring that updates and new equipment acquisitions align with evolving needs. Currently, the institution boasts a total of 313computers distributed across various departments, effectively serving both academic and administrative functions.

Each department is equipped with at least one ICT-enabled classroom, in addition to a range of other ICT tools designed to facilitate teaching and learning. The college features four exclusive ICT-enabled seminar halls and a multimedia room equipped with smartboard technology, providing versatile spaces for collaborative learning and presentations. Additionally, a dedicated Network Lab is available for student use, supporting assignments, projects, software training, and more. A well-equipped ICT-enabled Language Lab further enhances learning opportunities for students.

In recent years, the college has made significant strides in enhancing internet connectivity throughout the campus. A high-speed broadband connection, providing 150 Mbps, is utilized for administrative purposes, while BSNL FiberNet offers extensive Optical Fiber Cable connectivity across the campus, delivering access speeds of 200 Mbps for all stakeholders.

Furthermore, the college continuously invests in upgrading existing laboratories and establishing new ones to meet emerging requirements, ensuring that students have access to modern and efficient resources for their educational pursuits.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.sthinducollege.com/gallery/infrastructure/page/2

4.3.2 - Number of Computers

313

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution | **A. ? 50MBPS**

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

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

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

80,62,675

File Description	Documents
Upload any additional information	**No File Uploaded**
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

The college has implemented robust systems and procedures to ensure the effective maintenance and utilization of its physical, academic, and support facilities, which encompass laboratories, libraries, sports amenities, and computer resources.

Laboratories: The laboratory policy serves as a cornerstone of the institution's operations, particularly given the presence of eight science departments. Each laboratory is outfitted with a diverse range of instruments and equipment, with their upkeep secured through Annual Maintenance Contracts (AMCs). To promote safe and responsible usage, clear guidelines are prominently displayed for the benefit of all students.

Library: The college library follows a systematic approach for its acquisitions, guided by the courses offered and an assessment of the facilities available for students and staff. Annual usage statistics play a critical role in shaping the library's collection development policy. Regular evaluations ensure the timely withdrawal of books and materials that no longer serve current reference needs.

Sports: The Sports Committee is entrusted with the maintenance of all sports grounds and equipment. This committee organizes a variety of sports competitions for students, fostering engagement both within the college and at intercollegiate levels. To support holistic development, students are actively encouraged to participate in these athletic events, promoting not only physical fitness but also teamwork and camaraderie.

Through these comprehensive measures, the college is dedicated to fostering an environment that supports academic excellence and overall student development.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.sthinducollege.com/gallery/infrastructure

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

1028

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	**No File Uploaded**
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

77

File Description	Documents
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	**A. All of the above**

File Description	Documents
Link to institutional website	Nil
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

`1300`

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

`1300`

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

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	`A. All of the above`

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

76

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	**No File Uploaded**

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

145

File Description	Documents
Upload supporting data for student/alumni	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

5

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities

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

5.3.1.1 - 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 year.

21

File Description	Documents
e-copies of award letters and certificates	**No File Uploaded**
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The S.T.Hindu College Student Council representatives play a pivotal role in enhancing co-curricular and extracurricular activities, collaborating closely with faculty members to achieve their objectives. They are instrumental in coordinating various academic events and inspiring students to participate in competitions organized by the college.

As essential conduits of communication between faculty and students, the representatives facilitate a wide array of celebrations, including Pongal, Onam, Women's Day, and Pooja festivities. They also take the lead in organizing key competitions such as Hind Fest and the Chitra Gold Medal, showcasing student talent and fostering a spirit of healthy competition.

Additionally, these representatives coordinate industrial visits, seminars, and workshops, significantly enriching the educational experiences of their peers. Through these diverse activities, the institution is committed to cultivating leadership skills among students, encouraging them to take initiative and engage actively within the college community. This vibrant involvement not only promotes personal growth but also enhances the overall vibrancy of campus life at S.T. Hindu College.

File Description	Documents
Paste link for additional information	https://www.sthinducollege.com/newsletter
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

18

File Description	Documents
Report of the event	No File Uploaded
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

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

The role of alumni in transforming higher education is indispensable, and the College Alumni Association at S.T. Hindu College exemplifies this through its diverse initiatives. By nurturing robust connections between alumni and the institution, the association enriches the college community and serves as a vital resource for current students.

Among its primary objectives, the association promotes mutually beneficial interactions between alumni and the college, encourages alumni to take an active role in the institution's development, and facilitates job placement activities for students. Furthermore, the association is dedicated to advancing research initiatives among students, guiding them toward self-employment and entrepreneurial ventures, and providing career guidance

through seminars and expert consultation.

A key focus of the association is to strengthen partnerships with industries, aligning educational offerings with job market needs. In addition, it seeks to cultivate lasting relationships and networks that foster enriching interactions among alumni, while simultaneously supporting students' involvement in sports, cultural, and extracurricular pursuits.

Collectively, these objectives forge a dynamic alumni community that not only fosters individual career growth but also enhances the overall educational experience. This ensures that the legacy and impact of S.T. Hindu College continue to flourish through a network of engaged and supportive alumni.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	[View File](#)

5.4.2 - Alumni contribution during the year (INR in Lakhs)	**E. <1Lakhs**

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The governance of S.T. Hindu College is intricately aligned with its mission to promote holistic growth and contribute to nation-building. The institution takes pride in its democratic decision-making processes, which empower both faculty and students through independent departmental autonomy in key areas such as curriculum development, extracurricular activities, and resource management.

Central to this governance framework is the Internal Quality Assurance Cell (IQAC), which plays a pivotal role in crafting quality assurance frameworks and overseeing faculty development initiatives. This, combined with a blended teaching-learning

approach, greatly enriches the educational experience.

S.T. Hindu College's governance model is firmly rooted in its commitment to enhancing student development through Outcome-Based Education (OBE). By fully adopting the OBE model established by Manonmaniam Sundaranar University, the college fosters a learner-centric environment that addresses the diverse needs and aspirations of its students. The robust evaluation system in place ensures continuous monitoring of academic progress, while innovative teaching methodologies create an engaging learning atmosphere.

Moreover, the college integrates essential 21st-century skills—including critical thinking, problem-solving, collaboration, communication, and digital literacy—into its curriculum. This integration exemplifies how effective governance can drive educational excellence and facilitate the holistic development of students.

This alignment with the college's vision and mission underscores its unwavering dedication to nurturing well-rounded individuals who are prepared to make meaningful contributions to society.

File Description	Documents
Paste link for additional information	https://www.sthinducollege.com/mission-vission
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The administration of S.T. Hindu College adopts a participatory and decentralized approach, reflecting a strong commitment to meeting the dynamic demands of higher education. The governing body, composed of the Principal and the College Council, ensures compliance with governmental regulations, aligning institutional policies with external standards effectively.

Emphasizing democratic leadership, the management actively encourages the involvement of both teaching and non-teaching staff in decision-making processes, fostering a collaborative atmosphere that enhances community engagement and shared responsibility.

The Internal Quality Assurance Cell (IQAC) is pivotal in evaluating and enhancing the college's initiatives, playing a crucial role in maintaining academic excellence. Faculty members are tasked with coordinating essential programs such as the National Service Scheme (NSS), National Cadet Corps (NCC), Youth Red Cross (YRC), Eco Club, and the Red Ribbon Club (RRC), while also overseeing committees dedicated to anti-ragging and discipline.

Furthermore, faculty conduct departmental meetings to plan events, seminars, workshops, and career counseling sessions. They implement innovative strategies that promote student welfare and success. Through regular Parent-Teacher meetings, academic progress is discussed, while faculty manage internal examination results and develop special and remedial class frameworks, thereby enriching the overall academic experience.

File Description	Documents
Paste link for additional information	https://www.sthinducollege.com/organogram
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The vision and mission of our institution are closely aligned with the goals set forth by the nation's higher education policies. Our strategic action plan prioritizes critical areas, including infrastructural advancement, implementation of innovative programs, enhancement of quality in teaching and learning, and the promotion of rigorous research and academic integrity. To cultivate a vibrant research culture, we have established a dedicated research forum aimed at fostering insightful discussions on research activities.

Since our last NAAC accreditation, we have undertaken various initiatives that resonate with our institutional vision. A considerable number of faculty members have participated in professional development programs, further enriching their expertise. Additionally, we have forged strategic partnerships through Memoranda of Understanding (MOUs) with various organizations, creating valuable collaborative opportunities.

Our campus is fully equipped with WiFi connectivity, which

significantly enhances the learning experience. The institution's reputation has been enhanced, with an increased number of faculty members serving on the Board of Studies at the Parent University. Our placement cell has been effectively strengthened, leading to a rise in campus recruitment opportunities.

A new building specifically designed for self-financing courses has been constructed, featuring state-of-the-art laboratories and research facilities. Furthermore, we have expanded CCTV surveillance throughout the campus to ensure the safety and security of our community.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.sthinducollege.com/academic-council
Upload any additional information	View File

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

The organizational structure of S.T. Hindu College is designed to effectively support its mission and foster a collaborative environment. At the helm is the S.T. Hindu College Association, composed of 19 distinguished directors who provide strategic oversight. The management committee operates under the leadership of the Chairman and is backed by a team of dedicated administrative officers.

Central to the college's vision are the College Committee and the Internal Quality Assurance Cell (IQAC), which work in unison to plan, guide, and evaluate activities focused on quality assurance and enhancement.

The Staff Council serves as an essential consultative body, meeting regularly to discuss academic issues and uphold professional standards. Department Heads (HoDs) coordinate departmental initiatives alongside their faculty colleagues, ensuring the effective implementation of college policies.

A comprehensive Mentoring System is established to support students in both academic and personal spheres, with faculty

members appointed as group tutors to track student progress.

The college strictly adheres to service regulations in alignment with university standards for recruitment and promotion. Furthermore, the Core Committee for Placement, in conjunction with the Career and Counseling Cell (CCC) and Research Committee coordinators, actively promotes career development and research initiatives, enhancing student placement opportunities across various organizations. Our faculty members also engage in a variety of committees, clubs, and sports, reflecting the institution's commitment to holistic development.

File Description	Documents
Paste link for additional information	https://www.sthinducollege.com/academics
Link to Organogram of the Institution webpage	https://www.sthinducollege.com/organogram
Upload any additional information	View File

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

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The staff fraternity is a vital cornerstone of S.T. Hindu College, playing an integral role in its operations and growth. The college is deeply committed to the well-being of its workforce, implementing a variety of employee benefit schemes that prioritize

physical and mental health. This commitment fosters a supportive, family-oriented atmosphere that enhances both personal and professional performance.

To support this mission, we offer numerous statutory and non-statutory welfare initiatives for both teaching and non-teaching staff. Our campus features three active welfare associations: the Teaching Staff Association, the Joint Federation comprising all staff members, and the Non-Teaching Staff Association, which focuses on the well-being of administrative personnel.

In alignment with government regulations, S.T. Hindu College provides comprehensive leave options, including casual, medical, and maternity leave, while recognizing attendance at training as "On Duty." Faculty and staff benefit from various amenities such as spacious ICT-equipped staff rooms, high-speed WiFi, parking, and a subsidized canteen.

Additionally, medical services are offered through an on-campus Medical Counselling and Consultation Centre, complemented by wellness programs and vaccination campaigns. We further enhance employee welfare with festival bonuses, allowances, and enrollment in the Employee Provident Fund (EPF) for permanent staff members.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

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

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

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

37

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

47

File Description	Documents
IQAC report summary	**No File Uploaded**
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The evaluation of teaching staff is carried out through a structured framework comprised of the following key measures:

1. Performance-Based Appraisal Scheme (PBAS): Faculty members aspiring for promotion are required to complete and submit a PBAS proforma, detailing their achievements and contributions.

2. Examination and Evaluation Duties: The assessment includes faculty engagement in examination responsibilities and evaluations assigned by both the college and the university.

3. Administrative Support: The level of participation in departmental and institutional administrative functions is critically evaluated.

4. Curricular and Co-curricular Activities: Faculty involvement in both curricular and co-curricular initiatives is an essential aspect of the appraisal process.

5. Research Activities: Faculty members' research contributions are assessed through their published works and scholarly output.

For non-teaching staff, the appraisal process includes the following measures:

1. Professional Roles: Non-teaching staff, serving as the

backbone of college operations, are engaged in various administrative tasks, including accounting, audits, laboratory assistance, and housekeeping duties.

2. Training and Assessments: Their performance is evaluated based on participation in relevant training programs and the results of departmental assessments.

3. Performance Reporting: Each non-teaching staff member is subject to a performance report prepared by the Principal, which is recorded in their service book and subsequently countersigned by higher authorities to ensure transparency and accountability.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The primary revenue streams for the college consist of contributions from the South Travancore Hindu College Association, financial allocations from the University Grants Commission (UGC), grants-in-aid from the Tamil Nadu Government, and interest accrued from bank deposits. The UGC also facilitates additional funding through various projects, while endowment contributions from retiring staff further bolster our financial resources.

The Governing Board is responsible for strategic planning and evaluation of expenditures related to fundraising initiatives, with support from philanthropists who contribute to social development through student-oriented programs. In adherence to institutional policy, the college refrains from accepting unsolicited donations, and the collection of fees is strictly aligned with university and government regulations. Salary grants are sourced from the state government.

Fund Utilization: The Principal oversees procurement processes to

ensure compliance with relevant regulations. The College
Development Committee conducts regular reviews of fund
mobilization efforts. To maintain integrity in resource
management, both internal and external audits are implemented. The
college budget covers both recurring expenses, such as salaries
and utilities, as well as non-recurring costs, including
laboratory equipment.

Daily financial transactions are verified by the secretary of the
college committee, and comprehensive audits are performed by
chartered accountants and external authorities. Government fund
audits are conducted at three levels: by the Regional Joint
Director of Collegiate Education, the Accountant General of Tamil
Nadu, and chartered accountants, ensuring rigorous financial
oversight.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Under the auspices of the Secretary and Principal, our college
diligently prepares its budgetary requirements based on
submissions made by each department. At the commencement of every
academic year, the Heads of Departments (HoDs) are directed to

develop an annual budget, which is subsequently presented to the Principal for thorough evaluation. Following a meticulous review process, the budget is forwarded to the management for final approval and implementation, in strict accordance with established financial regulations. The Accounts section is entrusted with the responsibility of maintaining all relevant invoices and records essential for auditing purposes.

The college mobilizes funds from both governmental and non-governmental sources, as detailed below:

1. Government Sector:

   - Salaries for both teaching and non-teaching staff.
   - Financial assistance for the organization of seminars and conferences.

2. Non-Governmental Sector:

   - Funds raised by various departments to support interdepartmental activities.
   - Institutional and organizational sponsorships that aid in hosting seminars.
   - Contributions from alumni that facilitate a wide range of academic initiatives.
   - Revenue generated from self-financingcourses, which serve as significant resources for mobilization.
   - Donations from individuals, philanthropic organizations, and endowments are utilized to conduct diverse programs.

All funds mobilized are subjected to comprehensive auditing processes, and detailed reports are generated as part of this oversight.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

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

S.T. Hindu College is committed to nurturing well-rounded individuals through a strong emphasis on delivering high-quality education, supported by an innovative and adaptable educational policy. The Internal Quality Assurance Cell (IQAC) is pivotal in enhancing the overall operational efficacy of the institution. It spearheads quality improvement initiatives that actively involve students, faculty, alumni, employers, and the community, thereby ensuring an optimal learning environment through the integration of technology-driven teaching methods that align with global workplace standards.

Established on June 20, 2008, the IQAC is tasked with several key responsibilities, including:

1. Enhancing the quality of teaching and research through continuous feedback mechanisms from students.
2. Providing insights to inform best administrative practices aimed at optimizing resource utilization and improving services for both students and staff.
3. Conducting comprehensive Academic and Administrative Audits, followed by detailed analyses to identify and address areas needing improvement.

Feedback from students and staff is encouraged through the provision of Suggestion Boxes located in each block of the campus, or via email to the IQAC Coordinator at iqacsthc2021@gmail.com. The IQAC plays a significant role in the implementation of quality assurance strategies at all levels and convenes quarterly to prepare, evaluate, and recommend critical reports and programs to relevant authorities. This includes the preparation of the Annual Quality Assurance Report (AQAR) and Self-Study Reports for various accreditation bodies.

File Description	Documents
Paste link for additional information	https://www.sthinducollege.com/about-iqac
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

1. Academic Review At the college, a robust mechanism is established for the continuous review of teaching and learning processes, aimed at enhancing educational outcomes. Each semester commences with comprehensive academic planning that sets the foundation for innovative teaching methodologies. As the semester concludes, an extensive Academic Audit is conducted, enabling faculty and students to critically assess the effectiveness of instructional methods and evaluate overall outcomes. This collaborative auditing process encourages open dialogue, facilitating the identification of challenges and the development of actionable solutions, thereby refining the overall learning experience.

2. ICT-Enabled Teaching and Experiential Learning Process Moreover, the college adopts an ICT-enabled teaching framework that significantly enriches the experiential learning process. Specialized seminar halls are equipped with cutting-edge learning tools, enabling various departments to conduct classes and workshops. For departments utilizing shared seminar spaces, the emphasis lies on fostering interactive and engaging learning environments. In addition, the college organizes regular industrial and field visits that align with the curriculum, providing students with invaluable hands-on experiences that bridge theoretical knowledge and real-world applications. This multifaceted approach not only enhances academic rigor but also equips students with the skills necessary to excel in practical settings.

File Description	Documents
Paste link for additional information	https://www.sthinducollege.com/about-iqac
Upload any additional information	No File Uploaded

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://www.sthinducollege.com/site-content/2024/11/minutes-iqac-2023.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	**No File Uploaded**
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution has implemented comprehensive strategies aimed at fostering and ensuring gender equity in rights, benefits, obligations, and opportunities. It is committed to treating individuals of all genders equitably, thereby cultivating a supportive environment conducive to learning, teaching, and professional engagement. Equal representation is prioritized in both administrative and academic leadership positions, supported by the establishment of Anti-Sexual Harassment and Anti-Ragging Cells that secure a safe campus atmosphere.

A dedicated Women Students' Welfare Committee, alongside a Sexual Harassment Redressal Committee, actively addresses the concerns of female students and staff, ensuring their well-being and support. The institution encourages female participation through initiatives such as a separate NCC TN Girls Battalion and equitable sporting opportunities for female students. Various awareness programs on Gender Equity, including celebrations for Women's Day and initiatives promoting Women Empowerment, facilitate impactful learning experiences that feature guest speakers from diverse backgrounds, thereby enlightening students on critical gender-related issues.

Furthermore, safety protocols—including CCTV surveillance, ID verification, and supervised educational excursions—are meticulously implemented to protect all students. The curriculum incorporates value education addressing gender issues, and all educational activities are designed to promote gender inclusivity.

Faculty members are dedicated to fostering a gender-sensitive environment, reinforcing the principle of equal respect for all students while ensuring the provision of necessary facilities and recreational services for girls.

File Description	Documents
Annual gender sensitization action plan	NIL
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://www.sthinducollege.com/site-content/2024/10/facilities-for-women.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	**B. Any 3 of the above**

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	**No File Uploaded**

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institution is steadfast in its commitment to ensuring environmental sustainability on campus. A comprehensive waste management plan is rigorously implemented to maintain a healthy and clean environment. Solid waste is systematically segregated into three categories: biodegradable, recyclable, and non-degradable.

Biodegradable waste, including garden and food waste, is collected and composted in designated pits. Organic waste is processed in these compost pits and repurposed as nutritious manure for the plants and trees within the campus. Recyclable paper waste is sold to scrap dealers, supporting sustainable recycling practices.

Electric incinerators have been installed in the girls' washroom and hostel to ensure the environmentally friendly disposal of sanitary napkins. Additionally, the use of plastic on campus is strictly prohibited, fostering a plastic-free environment.

For liquid waste management, the water flow system is regularly inspected; spent water from handwashing areas and drinking water machines is utilized for irrigation of plants and trees. Washroom effluent is appropriately discharged into septic tanks, while wastewater from the canteen is disposed of in a cesspool specifically designed for that purpose. Chemical waste generated from laboratories is disposed of through an underground drainage system.

Furthermore, the institution maintains a dedicated e-waste disposal room and is committed to ensuring that all electronic equipment within the college is serviced appropriately and in a timely manner to uphold optimal working conditions.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	**No File Uploaded**
Geo tagged photographs of the facilities	https://www.sthinducollege.com/site-content/2024/12/geo-tagged-photographs-of-the-facilities.pdf
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | A. Any 4 or all of the above

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

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants	A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	View File

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	

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

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment	A. Any 4 or all of the above

5. Provision for enquiry and information :
Human assistance, reader, scribe, soft copies
of reading material, screen   reading

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

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

The institution is committed to fostering an environment of equality, where students from diverse backgrounds—including various castes, religions, and regions—can study together without discrimination. Several initiatives are in place to promote tolerance and harmony across cultural, regional, linguistic, and socio-economic diversities. Located in a multicultural area, the college encourages peaceful coexistence among students of different faiths, creating a stress-free atmosphere conducive to learning.

To enhance inclusivity, the college celebrates significant festivals such as Onam, Pongal, and Saraswathi Pooja, which foster communal and linguistic harmony. Programs offered by the National Service Scheme (NSS), National Cadet Corps (NCC), Youth Red Cross (YRC), and Red Ribbon Club (RRC) raise awareness about critical issues, including AIDS, drug abuse, and blood donation. The institution actively sensitizes students and staff to their constitutional responsibilities through initiatives such as the Voter Awareness Rally and the Electoral Literacy Club.

Additionally, the college organizes blood donation drives and campaigns for children affected by AIDS. Environmental awareness is promoted through the Swachh Bharat Abhiyan, tree plantation programs, and the Save Green Movement. Various empowerment programs address women's rights, road safety, and youth engagement, fostering responsibility and active citizenship among

students. Youth Parliament Day allows students to engage in democratic processes, enhancing their civic awareness.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View File](#)
Any other relevant information	**No File Uploaded**

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

At S.T. Hindu College, we place a strong emphasis on cultivating awareness and respect for the constitutional values, rights, and responsibilities that are integral to our democracy. We adopt a proactive approach to sensitizing both students and staff regarding essential aspects of citizenship.

Our curriculum includes dedicated courses that focus on fundamental constitutional principles, ensuring that students understand their rights, including equality, freedom of expression, and the right to education. These courses are designed to foster critical thinking and encourage engagement with pressing social issues, thereby nurturing informed and responsible citizens.

In addition to academic offerings, the college organizes workshops, seminars, and discussions that center on various constitutional obligations. We invite a diverse array of speakers, including legal experts and social activists, to provide insights on civic responsibilities, human rights, and the importance of active participation in a democratic society.

Furthermore, our extracurricular initiatives, such as the National Service Scheme (NSS), National Cadet Corps (NCC), Rotaract Club, and Youth Red Cross, offer students practical experience in community service. These activities instill a strong sense of social responsibility, empowering students to advocate for rights and engage in community development.

Through these comprehensive efforts, S.T. Hindu College strives to cultivate a generation that not only understands their constitutional rights but also actively fulfills their civic duties, thereby contributing to justice, equality, and unity

within society.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	View File

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	**C. Any 2 of the above**

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	**No File Uploaded**

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

Our institution observes national and international commemorative days, events, and festivals with great enthusiasm, fostering unity among faculty, staff, and students. These occasions provide an opportunity for reflection on values such as peace, love, and happiness, which we strive to uphold as a community.

Each year, we mark Republic Day on January 26, celebrating the adoption of the Indian Constitution as a reminder of India's

democratic legacy. Independence Day on August 15 is commemorated with parades and flag-hoisting ceremonies, honoring the sacrifices made for our freedom. We also embrace cultural festivals like Onam and Pongal, encouraging participation in traditional attire, dance, and communal feasting to celebrate prosperity and reverence for nature's abundance.

Teachers' Day on September 5 is dedicated to honoring our educators, acknowledging their invaluable role in shaping the minds and futures of students. International Women's Day on March 8 celebrates the strength, achievements, and contributions of women within our institution and beyond, promoting equality and respect for all.

By celebrating these significant days, we cultivate an environment of unity, respect, and gratitude, thereby strengthening the bonds within our community. These events exemplify our commitment to a future grounded in shared values, cultural pride, and mutual support.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

1. Context

In today's dynamic educational environment, equipping students with supplemental skills is crucial. S.T. Hindu College has embraced Massive Open Online Courses (MOOCs) and online platforms, registering as a Local Chapter of the National Programme on Technology Enhanced Learning (NPTEL) by IITs and IISc. This initiative enhances our commitment to modern learning resources and prepares students for professional challenges.

2. Practices

As an official NPTEL Local Chapter, S.T. Hindu College provides access to quality courses across domains. Faculty mentors help students enroll and complete relevant courses. MOOCs complement the traditional curriculum with interdisciplinary topics, emphasizing practical skills like programming and data analysis. We conduct sessions to raise awareness about MOOCs, along with hands-on workshops for navigating the NPTEL portal.

3. Evidence of Success

Many students have completed NPTEL courses, achieving Elite and Elite+Gold certifications. They've gained vital skills, boosting their confidence and employability, particularly in areas like AI, Machine Learning, and Financial Analysis. Nationally, our institution is recognized for high student participation and completion rates, leading to successful internships and placements.

Engagement of Students in Social Welfare Activities

1. Context S.T. Hindu College believes in holistic education that extends beyond academics. To foster social responsibility and leadership, we engage students in social welfare initiatives through the NCC, NSS, YRC, and Rotaract Club. These activities allow students to contribute to society while developing interpersonal and organizational skills, with a focus on addressing local social issues.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

S.T. Hindu College is distinguished by its commitment to supporting economically disadvantaged students through the "Chairman's Midday Meal Scheme." Recognizing that a significant portion of our student community comes from rural and economically weaker backgrounds, this scheme ensures that financial hardships

do not hinder their pursuit of higher education.

The initiative provides free midday meals to more than 200 deserving students daily, making it a vital support system for those in need. By addressing one of the basic needs—nutrition—our college helps students focus on their studies without the stress of hunger or financial strain. This scheme is particularly impactful in a region like ours, where many families rely on agriculture and other low-income occupations, and students often travel long distances to attend college.

What sets us apart is that S.T. Hindu College is the only institution in the area offering such a program. It not only enhances student attendance and retention but also significantly improves academic performance by creating a conducive environment for learning. The midday meal scheme fosters a sense of belonging and gratitude, motivating students to excel academically and contribute to society in the future.

This initiative reflects the college's unwavering dedication to holistic education and social responsibility. The "Chairman's Midday Meal Scheme" is a source of pride for S.T. Hindu College, embodying our vision of inclusivity, compassion, and empowerment, ensuring that no student is left behind in their journey toward success.

File Description	Documents
Appropriate web in the Institutional website	[View File]()
Any other relevant information	[View File]()

7.3.2 - Plan of action for the next academic year

1. Placement Initiatives

• Industry Tie-ups: Strengthen collaborations with industries and corporate sectors to enhance placement opportunities.

• Skill Development Workshops: Organize workshops on resume building, aptitude training, group discussions, and mock interviews to prepare students for competitive placements.

• On-Campus Drives: Conduct regular campus recruitment drives, inviting reputed companies to hire our students.

- **Internship Opportunities:** Facilitate internship programs to provide students with hands-on industry experience, improving employability.

- **Alumni Networking:** Leverage the alumni network to create placement opportunities and mentorship programs for current students.

2. Faculty Development Programmes (FDPs)

- **Workshops and Training:** Conduct FDPs on modern teaching methodologies, educational technologies, and advanced subject knowledge.

- **Collaborations:** Partner with universities and research institutions for FDPs on interdisciplinary topics and research trends.

- **Digital Literacy:** Organize sessions on digital tools, MOOCs, and online teaching platforms to enhance teaching effectiveness.

- **Certification Courses:** Encourage faculty to participate in online certification courses from platforms like NPTEL and Coursera.

3. Research Projects

- **Project Funding:** Motivate faculty and students to apply for funded research projects through agencies like UGC, DST, and ICSSR.

- **Interdisciplinary Research:** Promote research collaborations across departments to address contemporary issues.

- **Research Publications:** Encourage faculty to publish papers in reputed journals and present at national and international conferences.

- **Research Labs:** Upgrade existing research facilities to support innovative projects and experiments.

This comprehensive action plan ensures academic excellence, professional growth, and societal contributions for the institution.