SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

PONNAIYAH RAMAJAYAM INSTITUTE OF SCIENCE AND TECHNOLOGY (PRIST)

THANJAVUR-TRICHY HIGHWAYS, VALLAM, THANJAVUR DISTRICT
613403
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Education not only moulds the new generation, but reflects a society?s fundamental assumptions about itself and the individuals which compose it. Before independence and even few decades after independence, there was a total void of access to higher education due to lack of facilities and infrastructure. Thus there was a direct as well as indirect deprivation of education. The universal wisdom that education is the corner stone as well as harbinger of socio-economic change and empowerment, slowly but steadily dawned on us. But the economic constraints and lack of awareness, equity and access continued to deprive the needy.

In these circumstances, the munificent founder of Ponnaiyah Ramajayam Institute of Science and Technology (PRIST), Prof. P. Murugesan, began his service to higher education in this predominantly agricultural area by starting Ram Institute of Computer Science and Technology in the year 1985. In 1988, the Institute got affiliation from Bharathidasan University to offer Post Graduate Diploma Programme in Computer Applications. Prompted by the encouragement and support extended by parents, students and public, he has established Ponnaiyah Ramajayam College affiliated to Bharathidasan University, Tiruchirappalli, in the year 1994, in memory of his father Sri. Ponnaiyah and his mother Smt. Ramajayathammal. Within a very short span of time, the college has earned goodwill, fame and reputation from all its stakeholders for its quality teaching and discipline. Ponnaiyah Ramajayam College has gone for NAAC assessment and accreditation in the year 2004 and has been awarded "A" grade and there by projected itself distinctly in the field of higher education.

These remarkable achievements encouraged the college to submit its proposal to the Ministry of Human Resources Development, Government of India to confer Deemed University status. Based on the recommendations of the UGC Expert Committee, the Ministry of HRD, Government of India, has conferred Deemed University status to the institution in the name of Ponnaiyah Ramajayam Institute of Science and Technology (PRIST) University, through its order dated 4th January, 2008.

Vision

To be an internationally recognized Institution for its excellence of academic programmes, for its high quality teaching across a broad range of disciplines, for its efforts in promoting world class research and for its community service in making quality and flexible higher education to reach wider community.

Mission

Mission

- To dedicate to the communication, expansion and integration of knowledge through excellent undergraduate education as its primary priority and complementary excellent post graduate academic programmes.
- To offer quality professional education opportunities which are accessible, flexible and borderless.
- To have a distinct academic approach that emphasizes professional education fosters high achievement and promotes original inquiry, innovation and collaboration.

- To make the Institution Campus as a Centre of Academic Excellence where high quality research and high quality teaching are mutually sustaining.
- To develop graduates who may be positioned to meet the challenges of a rapidly changing world.
- To create fulfilling experiences for all students based on commitment of skilled and caring teaching faculty.
- To aspire to contribute to our nation's economic growth, social development and sustainability.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths

- Freedom in curriculum revamping. Syllabi periodically upgraded to match with regional, national and global needs.
- Inclusion of value-added courses and skill development programmes to benefit the students.
- Robust infrastructure in terms of laboratories and modern ICT facilities.
- Automated examination system enabling swift results publication.
- Digital platform for stakeholders' feedback supporting curriculum updation, provision of facilities benefitting students/faculty and course correction in the overall functioning.
- Sound continuous internal assessment methodology.
- A well-stocked library including a digital section with access to national repositories.
- A well-structured student-mentoring system.
- Adequate infrastructure for research. An established research and development cell functioning for over a decade. A separate four storied building with exclusive facilities for research.
- *Research collaborations with institutions of repute resulted in significant joint collaborating papers and projects.*
- *Consultancy Service Cell, University Scientists Forum, In-house Research Journal are in place.*
- Sponsored research from nationally renowned organisations.
- Scholars are encouraged to take up for academic research innovative topics benefitting the neighbourhood society.
- Ample of extension activities, outreach/sensitization programs for the benefit of the society.
- Prompt decision making and implementation with proper feedback from the stakeholders.
- Value-added programmes for advanced learners and remedial coaching classes and bridge courses for needy students.
- Peer-tutoring is provided through advanced learners.
- *Student cabinet has been formed to address the day-to-day issues.*
- Sufficient number of curricular, co-curricular and extra-curricular activities enabling student career progression.
- *Innovative in-house student-projects are supported and awarded.*
- Automation of student-attendance and assessment.
- *University Task Force constituted aiming at achieving excellence.*
- Faculty/Administrators team monitoring implementation of UGC Quality Mandate.
- *An exclusive Centre for Development of Teaching and Learning (CDTL) introduces and trains the faculty in innovative practices in teaching and learning.*

Institutional Weakness

Weakness

- Only minimal number of recruiters are willing to go over to a rural based institution such as PRIST DU for talent identification. As a result, even highly talented students among the graduates happen to miss placement opportunities in reputed organizations.
- With the students' fee being the only source of income, the University finds it challenging to implement mega development oriented projects in its campus.
- A large chunk of the income is invested for research and developmental activities – including infrastructure and faculty, which has been a strain on the University budget.
- Enrolment of international students and students from other states have kept dwindling over the past years.
- Student-admissions in the post graduate programs has taken a hit causing great hardship for the University.

Institutional Opportunity

Opportunities

- An elaborate digital feedback mechanism helps in attaining feedback from various stakeholders in curriculum design and revamping.
- Having enrolled previously a notable number of foreign students, the University can look forward to revitalizing international student-admissions.
- Most of the existing lab facilities / infrastructure available are platforms to provide state-of-the-art consultancy services with proper augmentation.
- With the faculty being specially guided on project writing and proposal submission, opportunities exist for bringing in more sponsored research projects.
- A large number of awareness programs regularly conducted benefitting the society in the neighbourhood are funded by the University. Larger sections of the society can be reached with supporting funding from Government agencies.
- University Scientist forum and Journal Club activities coordinated by the Research and Development Cell of the University have enabled knowledge-sharing. Such efforts have potentials to enrich academic research in the University.
- Innovative practices in establishing Industry connect by the faculty and identifying societal needs for academic research will prove to be great contributors to the University's growth.

Institutional Challenge

Challenges

- Located in an over-crowded academic setting (multiple number of Deemed Universities and affiliated Arts, Science and Education based institutions are situated in the close neighbourhood of the University), that too, in a rural region, student-enrolment has been a daunting task. Attracting students

internationally and from other Indian states requires strategic planning apart from establishing premium quality infrastructure in the campus.

- Lackadaisical attitude on the part of the industry in making available student-internship opportunities has been a highly demotivating factor. An innovative best practice mandating each faculty member to have industry connect with a minimum of two industries is helping the University tackle this challenge.
- Most students enrolling at the University look for a decent-paying jobs right after graduation. A reasonably good number aim at continuing post graduate education. Some join the University just for the sake of earning a degree, while a few claim mere 'personality development' and learning entrepreneurial traits to be the goals for enrolling at the University. Hence, designing a curriculum to cater to the needs of all has been a challenge for the University.
- Recruiters from Tier I organisations and Multi-National Companies have been hesitant in visiting the campus for student-recruitment.
- Improving students' interpersonal skills, social responsibilities, leadership qualities, creative thinking abilities, organizational skills, problem solving skills, etc. is given priority while designing the curriculum. In the process, much care is taken to not to overload curriculum content, but conduct ample events and programs involving the entire student community. Execution of plans concerning such a strategy has been a challenge for the faculty and the administration as well.
- Establishing academic research facilities has been a costly exercise. The University tends to depend on sponsorships from research agencies for setting up premium laboratory facilities for research. However, the Management comes forward to invest in academic research related infrastructure, the income by way of fee paid by research scholars is meagre, though.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution has a systematic procedure for development, revision and implementation of curriculum to address challenges posed by the trending technologies. A complete curriculum package is arrived at systematically beginning from needs assessment and by going through stages of discussion for content development followed by review and approval of the apex academic body viz. the Academic Council of the university. The factors considered in the design of curriculum include Inputs from the curricula of renowned Universities, AICTE's Model curriculum, Outcomes of study Programmes as desired by

Associations/Bodies in various professional fields, Inputs from industry professionals and alumni and Syllabi prescribed by various national and state level competitive exams like GATE, IES, etc. Great care is taken in obtaining feedback on curricula from academic peers and industry stakeholders. Course Outcomes for every course are mapped with the Program Outcomes of the relevant accrediting Body especially,in case of Engineering and Technology programmes and the Program Specific Outcomes of the program. Specific to every program, 3-5 PEOs are defined that are measured through the performance of the alumni after graduation. PRIST follows up the attainment of PEOs / POs which, in turn, relate to the Vision and Mission of the University and the Department offering the study programmes.

The draft curriculum prepared after feedback from and discussions with all the stakeholders is discussed extensively in 'Department Academic Committee (DAC)' and presented to the Board of Studies of the respective department before being placed for the approval of the Academic Council. DAC, the base unit responsible for stakeholders' feedback collection and analysis carefully looks into the demands of the industry/market, the developing trends in technology and faculty feedback in its periodical meetings at the

department level. The institute has an online feedback mechanism in place. This apart, faculty are also encouraged to request and receive from academic peers, employers and industry-stakeholders, feedback on curriculum of specific courses. The students for whom 'industry internships' are facilitated are also guided to register for MOOCS/NPTEL courses. As the institute has implemented outcome-based education model, faculty have been trained in outcome-based assessments and processes for evaluation.

Teaching-learning and Evaluation

The University practices a teaching methodology focusing on imparting education through a student-centric approach boosting the learners' confidence and encouraging independence. The various courses offered help them in self-evaluation. Faculty are urged to make classes motivating and interactive helping students come up with suggestions towards innovation. Audio-Visual methodology, Language Lab, Industrial Visits, Field Work and Projects provide avenues for experiential and participative learning. During field work opportunities students are exposed to societal issues which are thought-provoking. They are encouraged towards solution-seeking. Internal assessments are planned to encourage students to work independently. Seminars, which form an essential component of internal assessment help students improve upon presentation and communication skills. Discussions and debates organized on current topics help generate interest among students in trending topics in technology/ management / life sciences etc. PRIST hosts annual technical festivals and other similar programmes where students display their creative ideas through events like role-play, debates etc.

Evaluation

PRIST ensures transparency and smooth management of examination system through augmented examination procedures with extensive use of IT tools. The University has a well-established and efficient Examination Management System for maintaining staff and students related records and online data extending services to various stakeholders of the University. Consistent efforts are taken for automation of results publication and revaluation procedures. This helps swift publication of results. Course registration, examination time-table view/download etc. are online enabled. Faculty members set question papers while the CoE has access to randomized questions from the question bank. Attainment of course outcome is computed from the marks scored by the students in both the continuous assessment and end-semester examinations. Sincere attempts are made to ensure quality in evaluation with an aim to bring down the number of student - grievances. Pandemic related disruptions were ably handled by PRIST's examination management system to the satisfaction of all stakeholders. Generally, answer script evaluation is centrally carried out, scrutiny done ahead of approval from the Results Passing Board. However, as per UGC guidelines, online methodologies were followed for the entire examination process during the pandemic period cutting across the AY 2020-21.

Research, Innovations and Extension

It is well recognized by the university that its research initiatives and their outcomes are critically important and bear a profound impact not only on the standing of the university and its reputation but also on its service to the society in the neighbourhood. 'Societal needs focused research initiatives' is a best practice at PRIST. Faculty research groups keep making conscious attempts at identifying the needs of the society. PRIST has a University Research Board that facilitates and monitors research activities.

PRIST had long back established a Research and Development Centre (RDC). Research at the Schools monitored by the Deans concerned is coordinated by Director, RDC, who is in-charge of overall university

research. The University Research Board, chaired by the Vice-Chancellor initiates the overall research strategy, brings in necessary course corrections, updating policies as per the UGC guidelines.

Incubation

PRIST DU endeavours to develop an ecosystem for innovations and related initiatives for transfer of knowledge, with the faculty and students carrying out research projects that bring solutions to industrial and societal problems. The University has a Centre for Innovation, Incubation and Entrepreneurship (CIIE) to nurture the culture of innovations.

Consultancy

The consultancy activities of the institution have mostly been from technical design/validation and infrastructural/technical support for neighboring institutions/organizations. The consultancies offered primarily caters to engineering & technology and management domains. Apart from paid consultancy services, the institute does provide several free consultancy services, namely, water/soil testing, sample characterizations, orientation programmes and workshops etc., for enhancing awareness as well as support thereof.

Extension

PRIST, an HEI in the delta district of Thanjavur, works with focus on education and research specifically in agriculture, water quality and environment domains where outcomes of research and education at the university are translated into practices benefitting the society. Located in the 'rice bowl of Tamil Nadu', its undergraduate Agricultural programme students have the locational advantage through active participation in the 'Rural Agricultural Work Experience' programme. To establish a fruitful relationship with the surrounding community the NSS unit of the university organizes Blood donation & Blood grouping, Health Camps, Tree plantation and Need-based activities in adopted villages.

Infrastructure and Learning Resources

PRIST has adequate number of well-furnished, ventilated and spacious classrooms equipped with LCD projectors for apart from Wi-Fi enabled premises for multimedia learning. There are multiple seminar halls wherein guest lectures, seminars, conferences and symposia are periodically conducted. Exclusive tutorial rooms are available for conducting tutorials and remedial classes for slow learners.

The laboratories established as per AICTE/UGC norms with state-of-art equipment and facilities are utilized for technology learning and for 'beyond syllabus training', in addition to the curriculum related lab work. There are elaborate facilities - both indoor and outdoor - for conducting sports, games and cultural activities including a well-equipped modern gymnasium and a 400 mts athletic track.

Student-participation in intra and inter-University events are encouraged. The university's sports facilities are often sought after by the District/State level Sports Bodies for hosting various sport events. Awareness programmes on fitness, mental well-being and yoga sessions are a regular feature in the University calendar. With equal emphasis laid on student-participation in extra-curricular activities, students are provided with infrastructural facilities for hosting mega celebrations during the Annual Day, Cultural Festival events.

Photography club, Dance club, music club are some avenues that help students exhibit and sharpen their talents.

Students who participate in extra-curricular activities bringing laurels for university are duly recognized and appreciated with trophies and monetary rewards.

Student residences, ATM and food court facilities are available on campus. The campus has, including the hostels, have generators for uninterrupted power supply. Institute provides transport facilities for day-scholars. PRIST has a lush green landscape with all the blocks, academic and residences, well-connected with neatly laid tar/concrete roads.

The University Library in 1500 sqm area, having wi-fi access, containing 96,392 volumes, managed through 'Auto Lib', can accommodate about 200 readers at a time. National/international Journals – print and online, apart from databases (IEEE, DelNet, Knimbus) are available. The library follows the Dewey decimal classification and OPAC can help users find library resources from any location using internet access.

Student Support and Progression

PRIST believes that students are its primary stakeholders. The institution has internalized the practice of social reservation, financial incentives and welfare measures as part of support to the students from disadvantaged communities.

Financial supports are extended to the students in the form of Government Scholarships, Management scholarships and Alumni Association Sponsored Scholarships. Besides this, management free-ships are also made available to the students belonging to the economically weaker section of the society and also to the differently abled students. Financial assistance for presenting papers in national / international level seminars / conferences are made available to students.

Students from disadvantaged communities have been provided the facilities like Book Bank, academic counselling, personal counseling, remedial programmes, orientation programmes and special coaching programmes for competitive examinations etc. "Earn While You Learn" scheme is made available to students from economically weaker sections of the society.

Wheelchair facility, scribes and support persons are made available for the differently-abled. Extra time is also provided to differently-abled students for all types of assessments. Personal counseling is being offered to the students through their department mentors available through the Student Follow-up System (SFS) and through the Department Students Counselor. Peer mentoring is also made available to the students. Academic counseling is being offered to the students by the respective Course Advisor.

Add-on certificate courses are offered to students to enhance their employability skills. The institution has established Career Guidance and Counseling Cell for the benefit of students to get regular information about the career opportunities available. The Career Guidance and Counseling Cell is organizing workshops on Entrepreneurship Development periodically to the students in association with prominent industries.

Training and Placement Cell of offers special training in interview and communication skills for all the students. Industry-Institute Interaction Cell at the University takes sincere efforts in establishing linkages with industry thereby facilitating training towards specific skill development. This greatly helps placement of students in coordination with Placement Cell. Value added programs are regularly organized by the

departments for skill development in chosen domains. Industry collaboration by the Schools ensure internships, and industry exposure for the students.

Governance, Leadership and Management

PRIST DU was established U/s 3 of UGC Act 1956, and is governed by the MoA and Rules of the university as approved by the UGC. The vision, mission and objectives of the institution are in tune with the objectives of higher education, namely, addressing the needs of the society and of the students, the institution's tradition and value orientations and its vision for the future. Vice-Chancellor is the Chief Executive of the university. Statutory bodies include Academic Council, Finance Committee and Planning and Monitoring Board. The Board of Management, the highest policy making body of the university, assumes the responsibilities with regard to the academic, financial resources, physical resources and overall development. The Academic Council comprises of the senior academicians representing every university department apart from external experts - both from academia and industry. Every department has its Board of Studies with representations from across various faculty cadres and external experts.

The University Research Board is functioning under the chairmanship of the Vice Chancellor which periodically reviews the progress of research, innovation and consultancy in the university and evolves future strategies. Registered Associations for Parents and Alumni are functioning effectively in the institution.

The university promotes the culture of participative management by nominating faculty, staff and students in various statutory bodies and non-statutory committees. At the department level meetings of Class Committee and Department Academic Committee are periodically conducted.

IQAC-Students Chapter is established in the university with an aim to involve students in the quality enhancement process.

The Vice Chancellor, Registrar and Deans provide the leadership by taking initiatives for quality enhancement, apart from the running and monitoring of routine administration. The Controller of Examinations and her team, takes care of the conduct of examinations, evaluation, publication of results and awarding of degrees. The Finance Officer supports the Registrar in taking decisions on all regular financial matter. Students Grievance Redressal Cell and Students Academic Grievance Committee, Anti-ragging Committee, Gender Sensitization Committee against sexual harassment are in place.

The University goes about implementing a strategic plan for development. With a clear organizational structure, a sound decision making process in place.

Institutional Values and Best Practices

PRIST takes conscious initiatives in ensuring in its campus an inclusive environment signifying tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities. Students and employees of the institution are sensitized on their constitutional obligations, values, rights, duties and responsibilities as citizens of the nation. Measures are initiated by the Institution for the promotion of gender equity and regular programmes are organized for women empowerment. Barrier free environment consisting of ramps and lifts enabling easy access to the class room complex, Library and other learning facilities are in place providing the differently-enabled all needed comforts. PRIST being an institution dedicated to high ethical

standards, students and staff are regularly sensitized about their individual and collective commitment to upholding such standards that will stand them in good stead both for the present and the future. Located in a natural setting, there is plenty of green cover in the campus which is preserved and enriched over the years of the institution's existence.

Best Practices

PRIST has over the years identified and nurtured quite a few best practices, two of which are briefed here. One of them is the societal needs focused research initiatives whose twin objectives are the research groups making conscious attempts at identifying the needs of the society in its neighbourhood and the research scholars being encouraged to select for their investigations 'research problems' which can bring solutions for human needs. While a majority of research in academic institutions happen to end on the shelves as mere 'theses', the uniqueness of this best practice at PRIST envisages real-time implementation of research solutions for problems faced by the community. The other best practice is the institution's strategy for 'structured industry - connect' by the faculty to enhance industry collaboration by the university. This practice has a three-fold objective: faculty identifying industries for meaningful collaboration, broadening the scope for student-internship and field work through industry-connect established by the faculty and to bring in a greater number of industries into the ambit of 'industry collaboration' as each faculty member is encouraged to connect with minimum two industries/organizations in their respective domain.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	PONNAIYAH RAMAJAYAM INSTITUTE OF SCIENCE AND TECHNOLOGY (PRIST)
Address	THANJAVUR-TRICHY HIGHWAYS, VALLAM, THANJAVUR DISTRICT
City	THANJAVUR
State	Tamil Nadu
Pin	613403
Website	www.prist.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	T.v.christy	04362-266960	9443575192	-	vicechancellor@prist.ac.in
IQAC / CIQA coordinator	C.rajinikanth	04362-265021	9443263559	-	iqac@prist.ac.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	04-01-2008
Status Prior to Establishment,If applicable	Affiliated College
Establishment Date	28-04-1994

Recognition Details			
Date of Recognition as a University by UGC or Any Other National Agency :			
Under Section		**Date**	**View Document**
2f of UGC			
12B of UGC			

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Program mes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	THANJ AVUR-TRICH Y HIGH WAYS, VALLA M, THA NJAVU R DIST RICT	Rural	95.56	64561.48	Eighty One		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
AICTE	106679_10405_1_1674218591.pdf
NCTE	106679_10405_4_1672224815.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				45				54				198
Recruited	37	8	0	45	40	14	0	54	98	100	0	198
Yet to Recruit				0				0				0
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				78
Recruited	58	20	0	78
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				64
Recruited	44	20	0	64
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	36	8	0	23	11	0	26	24	0	128
M.Phil.	0	0	0	0	0	0	63	48	0	111
PG	0	0	0	0	0	0	20	38	0	58
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NIL	NIL	NIL

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2108	0	0	0	2108
	Female	1479	0	0	0	1479
	Others	0	0	0	0	0
PG	Male	321	0	0	0	321
	Female	373	0	0	0	373
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	124	9	0	0	133
	Female	86	8	0	0	94
	Others	0	0	0	0	0
Diploma	Male	158	0	0	0	158
	Female	138	0	0	0	138
	Others	0	0	0	0	0
Certificate / Awareness	Male	135	0	0	0	135
	Female	115	0	0	0	115
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	2.95	NAAC PEER TEAM REPORT - 2015.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agriculture	[View Document](#)
Artifical Intelligence And Data Science	[View Document](#)
Biochemistry	[View Document](#)
Biotechnology	[View Document](#)
Chemistry	[View Document](#)
Civil Engineering	[View Document](#)
Commerce	[View Document](#)
Computer Application	[View Document](#)
Computer Science	[View Document](#)
Computer Science And Engineering	[View Document](#)
Education	[View Document](#)
Electrical And Electronics Engineering	[View Document](#)
Electronics And Communication Engineering	[View Document](#)
English	[View Document](#)
Management	[View Document](#)
Mathematics	[View Document](#)
Mechanical Engineering	[View Document](#)
Microbiology	[View Document](#)
Physics	[View Document](#)
Tamil	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary/interdisciplinary Interdisciplinary and multidisciplinary programmes are offered to meet emerging needs of the economy. Academic programmes offered by the PRIST Deemed to be University are made relevant to the needs of the industry, economy and society. Moreover, the curriculum for various academic programmes are designed by taking into consideration the needs of the society, regional needs, emerging trends, stakeholders' expectations, industrial needs, National

development, global demand etc., Further, the Institution has joined hands with reputed industrial organizations that involves leading industrialist, eminent academicians and scientists from institutions of National and International repute for updating the curriculum in order to achieve the Institution's mission of providing quality education focussed on Interdisciplinary and multidisciplinary aspects. PRIST is offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education. The PRIST Innovation Cell encourages and guides students in taking up projects that are multidisciplinary in nature. In the light of NEP implementation, the institute has resolved to focus on research and innovation by setting up start-up incubation centres, technology development centres with industry involvement and academic linkages that would help bring in interdisciplinary research. The institute realizes that multidisciplinary education approach will only help making sincere attempts to develop intellectual, emotional, and moral capacities of the students in an integrated manner and accordingly introduces suitable modifications in its curriculum and teaching-learning process. Special efforts are made to ensure that students of arts and humanities will come forward to learn more science-based topics. Plans are also being introduced to incorporate more vocational subjects and soft skills. As required in the NEP, the institution is taking efforts towards establishing new departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Sociology, Sports, Translation and Interpretation. It has been ensured that the curricula include credit-based courses and projects in the areas of community engagement and service, environmental education and value-based education. The institute is proposing to bring in suitable modifications in its teaching learning process that by the turn of the decade PRIST will emerge as a Multidisciplinary Education and Research University, as envisaged in NEP. A good practice of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020: The Practice: 'Societal needs focused research initiatives' A vital aspect of PRIST DU's institutional vision is 'to be recognized for its efforts in promoting research for community service'. One

	of the missions of PRIST envisaged is to emerge as a centre of academic excellence where high quality research and high-quality teaching are mutually sustaining. Objectives: • Research groups to keep making conscious attempts at identifying the needs of the society in its neighborhood. • Research scholars would be constantly encouraged to select for their investigations 'research problems' which can bring solutions for human needs.
2. Academic bank of credits (ABC):	ABC Registration of Ponnaiyah Ramajayam Institute of Science & Technology, Deemed to be University for the Academic Bank of Credits (ABC) has been approved. Students are being made aware of the facility and also download DigiLocker app create DigiLocker account and login to DigiLocker account and Academic Bank of Credits under Education category to create ABC ID. PRIST encourages its faculty to design their own curricular and pedagogical approaches after bringing in their proposals formally through the Department Academic Committees and Boards of Studies in each department and approval by the institution's Academic Council. The faculty also develop their own course-specific assignments and assessment methodologies. The institution is however, yet to take up efforts in offering joint degrees with foreign institutions.
3. Skill development:	The institute seeks to make the best use of the Central and State governments' schemes meant specifically for students' skill development. Wide publicity is given among the students about such schemes. While designing and/or revamping curriculum, the Boards of Studies and the University's Academic Council are advised to keep in mind the requirements of the industries so that the graduates of PRIST will be more welcome for placements. NEP mandates that both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices. Since, PRIST is located in the Kaveri Delta, known as the 'rice bowl of Tamil Nadu', its undergraduate Agricultural programme students enjoy the locational advantage and gain direct access to skill development through active participation in the 'Rural Agricultural Work Experience'

programme. The School of Agriculture at PRIST accords top priority in providing opportunities for students to stay in natural village setting and work with farming families, thus, finding avenues for transferring from lab to land the latest agricultural technologies. In line with the mandate of ICAR, real-time study of socio-economic aspects of the farming families is facilitated for the students. § Planning in alignment with National Skills Qualification Framework (NSQF): One of the main objectives of NSQF is to facilitate easy entry for the students into job market with desired skills and knowledge and continue learning and skill building for further qualifications. Towards this, the institution aims to make tailor its programmes in such a manner that the graduates are readily absorbable by the industry / market. In line with NSQF guidelines, PRIST endeavours to bring in the 'vocational element' into its Programmes at every level by making room for industry training and internship for its students and making possible every opportunity for industry-connect. To enable this, every faculty member is encouraged to remain in touch with a minimum of two industries. This particular procedure - one of the good practices at PRIST – is elaborated elsewhere. It is a fact that most of the times students with popular educational degrees in professional courses like engineering and management and not possessing enough industry exposure are not able to meet the talent requirements in the corporate sector in India. PRIST, by way of creating avenues for industry-connect, helps them appreciate the vocational aspects of learning so that their degrees are aligned with required skills, too. As NSQF stipulates, a meaningful skill development process in the HEI would enable meeting the market demands for skilled workforce through industry approved training curriculum and placement options. 'Training of trainers' is an equally significant attempt that is being pursued by the institution. Students have been advised to subscribe to 'National Skills Network', a You Tube channel which offers them weekly updates on Apprenticeships, Government skill development projects and jobs.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): PRIST is one of the few HEIs which offers

	along with Arts, Science, Humanities and Engineering, study programmes in Tamil also. Though, the institution is still about to start offering online programmes, officially, sincere efforts in promoting the 'Tamil' one of the oldest Indian languages are being taken in the physical classes. NEP explains in its Chapter on 'Promotion of Indian Languages, Arts and Culture' states thus: "for languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, ..." The department of Tamil of PRIST keeps prescribing in its programmes course materials amounting to a total of 52 books. The arts form a major medium for imparting culture. Students of PRIST are encouraged to perform various cultural arts during any event conducted on campus. The National Education Policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners. This would mean including simple activities, like touring by students to different parts of the country, which will not only give a boost to tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India. Towards this direction under 'Ek Bharat Shrestha Bharat', PRIST students regularly undertake tours to study significant destinations and their history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas.
5. Focus on Outcome based education (OBE):	Focus on Outcome based education (OBE): As a part of the institution's effort in improving the 'outcome-based education (OBE)' model practiced, implementation of 'Learning Outcomes based Curriculum Framework (LOCF)' is ensured in the course curricula development by the individual faculty. A committee headed by the Dean of Engineering and Technology guides and monitors the setting of question papers for the continuous Internal Assessment Tests and End Semester Examinations covering all the course outcomes of a course with due weightage to each one of them, indicating the Blooms Taxonomy level for each question in addition to marks, Course Outcomes (which are given in the syllabus of each course) and Performance Indicators. An Excel spread sheet format for calculating the

attainment of Course Outcomes, Programme Outcomes and Programme Specific Outcomes was developed. After feeding the student-database, Course and Course handling staff, the threshold marks and the targeted pass percentage of students for each course outcome of a course shall be fixed by the concerned course handling staff depending upon the nature of the course and the past performance history of the students. After the conduction of the continuous Internal Assessment Tests and end semester examinations, the actual marks awarded for each question shall be entered in the appropriate columns of the spread sheet along with the marks of remaining components such as Assignments, Multiple Choice Questions tests, Seminars etc. The spread sheet then automatically calculates the actual threshold marks and passes percentage for each course outcome as per the pre-entered formulae for calculating them. Once the above two are computed, the attainment level of each course outcome is calculated by comparing with the already fixed threshold and target marks. Using the relationship (mapping) of each course outcome with the programme outcomes and programme specific outcomes (which is clearly mentioned in the curriculum), the attainment levels of programme outcomes and programme specific outcomes are calculated. Thus the performance in the Continuous Internal Assessment Tests and the end semester examinations are to be used for calculating the direct attainment levels of course outcomes which counts to 90% of the overall attainment. The remaining 10% contributed by the indirect attainment level shall be calculated based on the output of 'Feedback' survey conducted with among the students using google /Microsoft office forms. These questionnaires have been uploaded on the School/Dept webpage of the institution's web portal. Finally, the overall attainment of course outcomes, programme outcomes and programmes specific outcomes shall be calculated by combining both of them the direct and indirect methods. Every department of the institution has identified a faculty member as the OBE Coordinator. A Training session are arranged for all the Heads of the Departments and the Department OBE Coordinators to explain the above procedure for setting of Question Papers and the calculation of attainment levels of Course Outcomes, Programme

	Outcomes and Programme Specific Outcomes. The OBE coordinators, in turn, educate their respective department faculty on the procedure for CO attainment.
6. Distance education/online education:	Distance education/online education: On getting accredited in the 2nd cycle, Ponnaiyah Ramajayam Institute of Science & Technology will introduce programmes through Distance education/online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Formal approval from the District Electoral Officer is awaited.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. However, the institute is awaiting a formal approval from the District Electoral Officer.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Programmes and events are organised by the NSS wing of the institution on Voter Awareness Campaign for both the students and general public.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Yes. Voter Awareness Campaign and similar events are organised.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	About 2 - 5% of students above 18 years still remain un-enrolled. However, they are in the process of receiving their Voter IDs during the various Voter Enrollment Campaigns organised by the Government.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
81	81	81	81	72

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

Number of departments offering academic programmes

Response: 18

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3974	3686	3001	2947	2420

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

Number of outgoing / final year students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1420	1191	773	802	649

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3

Number of students appeared in the University examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3974	3686	3001	2947	2420
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2.4

Number of revaluation applications year-wise during the last 5 years

2021-22	2020-21	2019-20	2018-19	2017-18
25	10	54	21	16

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2111	2143	2114	2107	1944
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

3.2

Number of full time teachers year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
301	291	341	357	275
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
301	291	341	357	275

File Description	Document
Institutional data in prescribed format	[View Document](#)

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1738	1615	1368	1545	953

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1668	1550	1312	1482	914

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.3

Total number of classrooms and seminar halls

Response: 117

4.4

Total number of computers in the campus for academic purpose

Response: 922

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
2651.02	2611.00	2700.00	1840.30	2345.08

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

The institution is offering academic programmes at Under Graduate Post Graduate and M.Phil. (since discontinued) levels under Choice Based Credit System(CBCS) with semester pattern in order to provide greater academic flexibility to the students. The curricula for various academic programmes are designed by keeping in mind the vision and mission of the institute and by taking into consideration of the needs of the society, regional needs, emerging trends, stakeholders' expectations, industrial needs, national development, global demand etc., with well-defined objectives and outcomes at course and programme level. Further, the Institution has collaborated with reputed industrial organizations of high profile that involves leading industrialists, eminent academicians and scientists from institutions of national and international repute for updating the curriculum in order to achieve the Institution's mission of providing quality education on par with leading international Universities.

Innovative teaching-learning methods are reflected in the designed curricula with adequate practical / field-oriented experiences in-order to enable the student to acquire life-oriented skills and abilities. Unique curricular practices are adopted to meet with national and global needs by

· developing intellectual skills, multi-linguistic skills, scholastic abilities and positive attitudes

· inculcating moral and social values

· focusing on community-oriented programmes for knowledge acquisition and upgradation of skilled human competencies

· integrating technology into the teaching-learning process

· providing opportunities for acquiring soft skills in-order to enhance the employment opportunities

· imbibing scientific temper and specific skills among students to involve in research activities

The institution is having the policy of revising the curriculum of all the existing programmes at least once in three years. However, whenever changes in industry needs, changes in the regional, national and global needs and changes in regulatory requirements warrants, the curriculum will be revised as and when required. The Department Academic Committee analyses the stakeholders' feedback on curriculum and prepares the abstract of stakeholders' feedback on curriculum which will be presented before the Board of Studies for taking appropriate actions.

Revision of curriculum for the existing programmes is carried out by taking the following aspects into

consideration

· Stakeholders' feedback on curriculum

· New demands from industry

· Current trends in job market

· Adhering to the guidelines and standards of Regulatory Bodies

· Provision for experiential learning

· Provision for value-based education

· Inters-disciplinary approach to the curriculum

· Imparting in-depth knowledge in the core filed

· Covering Emerging Areas in the Discipline Concerned

The broad objectives of all academic programmes are to inculcate a holistic education through Learning Outcome Based Curriculum Framework (LOCF) that emphasizes on the all-round development of students by synchronizing academics with national development agenda. Graduate Attributes, Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) have been articulated for all academic programmes. The attainment levels of Course Outcomes and Programme Outcomes are assessed periodically.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 71.6

1.1.2.1 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 58

1.1.2.2 **Number of all Programmes offered by the institution during the last five years.**

Response: 81

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of Programme syllabus revision in last 5 years	[View Document](#)
Any additional information	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 53.54

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1107	1105	1155	1100	1105

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 9.44

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 984

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 10419

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 72.84

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 59

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

PRIST DU has incorporated into the curricula of its various academic programmes cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics for the holistic development of the students.

The courses on Gender Sensitization like, Women Writing in English, Modern Criticism, Cultural Studies etc. endeavor to develop students' sensibility about gender issues. Students undergoing these courses are expected to attain a critical perspective and handle professionally matters related to gender violence and interactions with the opposite sex.

The institute's Centre for Women Empowerment offers a Certificate course on 'Women Empowerment' for the benefit of the girl - students.

Institute observes regularly International Women's Day. Programmes are organized by Gender Sensitization Committee Against Sexual Harassment.

Gender Audit is conducted regularly in the campus and salient findings of the same are forwarded to the institution authorities for taking remedial measures in preserving the gender balance.

Courses on Environment and sustainability such as Renewable Energy Sources, Energy Conservation, Solar Energy Utilization, Disaster Management etc. help sensitize the students about various environmental concerns.

The institution has included a course on environmental science in the curricula of Undergraduate academic programmes. The intended outcome is to enable students to emerge as responsible citizens having a complete thorough understanding of our eco-systems, natural resources, bio-diversity, pollution - its various implications and its management.

Environment Day is regularly observed and youth rallies are organized to sensitize the students regarding environmental awareness. Students are also motivated to take active participation in cleanliness drives organized as a part of Swachh Bharat Abhiyan scheme and institution Green Cell activities.

Institution conducts Energy/Environmental Audit the outcome of which help strategize energy efficiency and carbon neutrality efforts.

The institution makes sincere attempts towards inculcating human values and professional ethics among students by offering courses such as Value Education, Indian Constitution, Professional Ethics, Principles of Management, Total Quality Management etc. Such holistic education focuses primarily on the emotional and relational skills much needed for the general well-being of the society. Activities such as Blood Donation, Leadership Training, Rural Coaching Camps, observance of International Yoga Day help develop human values among students.

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

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 207

1.3.2.1 **How many new value-added courses are added within the last five years.**

Response: 207

File Description	Document
Institutional data in prescribed format	[View Document](#)
Brochure or any other document relating to value added courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 25.83

1.3.3.1 **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
592	848	1112	917	559

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 21.46

1.3.4.1 **Number of students undertaking field projects or research projects or internships.**

Response: 853

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 0.71

2.1.1.1 **Number of seats available year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2004	2016	2056	2344	1660

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	[View Document](#)
• Any additional information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 99.98

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1692	1615	1330	1545	810

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

At the beginning of new academic session the institution organizes a six day Student Induction Programme (SIP) at the institution level. The SIP focuses on creating awareness to the new students about various centralized activities and facilities.

During the Student Induction Programme, the students are encouraged to form cohorts and get engaged in group activities. Faculty Mentors are identified and student-groups attached to them. The Mentors, in turn, interact with students to assesses their respective mentees' capabilities skill sets.

Having made the Entry Level Assessment during the Student Induction Programme in respect of all first year students admitted in various academic programmes offered by the institution, their subject knowledge in the qualifying examinations and their communication, comprehension and listening skills are assessed and recorded in specified formats. This is done by the Programme co-ordinator in coordination with Deans of various Schools. Based on the recorded data the students are categorized as Slow Learners and Advanced Learners. Challenges of slow learners are identified and the School Deans appropriately organize remedial measures.

Based on the academic background and abilities of the fresh entrants course pre-requisites, bridge courses and semester preparatory courses are planned and offered by the departments.

In addition, Continuous Internal Assessment (CIA) tests are conducted in each semester. Advanced learners who are identified by the course teachers through performance in tests and classroom interaction are motivated and guided by the teachers towards securing Ranks at the University level. They are also encouraged to register for Add-on and Extra-credit courses. Awareness and special training towards appearing for competitive examinations such as civil service / defense / Group I etc. are given for such advanced learners by way of challenging assignments and Special Coaching Programmes . Also, advanced learners are engaged in Peer Tutoring and Peer Mentoring activities. Financial assistance is provided to advanced learners for participation in National/International conferences and seminars, publishing papers in peer reviewed journals and for innovative projects.

The slow learners are parallelly motivated and encouraged through facilities like Peer Tutoring, Supplementary Examinations, Additional Lab training and counseling by Mentors and Course teachers. Slow learners are offered 'extended time window' for programme completion.

File Description	Document
Upload Any additional information	[View Document](#)

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

Response: 13:1

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

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

Response:

Faculty at PRIST have been trained to make liberal use of student centric methodologies in teaching. They employ widely participative learning techniques such as pausing for reflection, large group discussion, informal groups, group evaluation, brainstorming, case studies, hands-on sessions, role playing, jigsaw technique (inter-group discussion of individuals with the same topic followed by sharing back with home group) and site-visits for experiential learning.

Course Teachers use hands-on technology like the students employing simulation software for designing a simple device or working on a statistical package for analysis. Peer review is encouraged where students' assignments graded by their classmates. The evaluating student is expected to share feedback on the work after correcting its content. During role play students who 'act out' a part or a position gain a better clarity of the subject concepts taught during the lectures by the faculty. Writing activity at appropriate intervals during the lecture is practiced; students are posed with a short question and asked to respond in writing the answers in their notebooks for a brief while, say, a minute. Some are asked to read aloud the same and the rest of the class encouraged to reflect on the content read. 'Think-Pair-Share' requires students to provide their answers individually for a specific question raised by the teacher. Each student is then asked to share his/her answer with another, followed by a joint presentation to the class on the 'answer' by the couple.

Wherever applicable, experiential learning methodology is incorporated into the curriculum. For instance, the institution being located in the Kaveri Delta, known as the 'rice bowl of Tamil Nadu', its undergraduate Agricultural programme students thoroughly enjoy the locational advantage through active participation in the 'Rural Agricultural Work Experience' (RAWE) programme. The School of Agriculture, as a part of curriculum, provides opportunities for students to stay in natural village setting and work with farming families, thus, learning experientially the agricultural activities. In line with the mandate of ICAR, real-time study of socio-economic aspects of the farming families is facilitated for the students. The concerted efforts by the School of Agriculture in meticulously organizing RAWE was a great motivation for the students and a case in point is that of an alumna (2021 batch) being chosen for the 'successful woman entrepreneur' award by an Association sponsored by the Indian Council for Agriculture (ICAR). She is about to establish an 'Agriclinic' with financial assistance from the National Bank for Agriculture and Rural development.

Participative learning and problem-solving methodologies are built in to the teaching-learning process. Faculty would encourage students to 'play out active roles' in the learning process. Towards this, they would generate students' interest in the classroom lessons by encouraging group discussions where individual students can be asked to share critical reflections and speak on real-life issues which the course content can impact. Students are motivated to write assignments involving case studies which are, then, thrown open for classroom discussion leaving the floor open for participation by all students in the learning process.

File Description	Document
Upload any additional information	[View Document](#)

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

Response:

Faculty of PRIST DU are provided with required information communication technology tools along with internet connectivity, enabling the faculty gain access to a variety of web resources for preparation of course content and delivery of the same to the students. Information and communication technology enabled class rooms and SMART class rooms are available in the departments. The 'Centre for Knowledge Management' (CKM) conducts training programmes on computer aided teaching and e-content preparation and the "Centre for Development of Teaching and Learning" (CDTL) conducts periodical training programmes on innovative teaching for the faculty members.

Internet connectivity of 1 Gbps bandwidth with a dedicated uninterrupted system helps faculty and students in collection and preparation of teaching/study material with online access to journals. Staff members encouraged to attend workshops that impart training to prepare e-learning materials.

During the pandemic period when physical classes were to be replaced, google classroom and MS Teams were extensively used by the faulty for online education delivery. MS Teams, Google classroom, Zoom, WhatsApp groups platforms were liberally used by all the faculty to communicate study material make announcements, conduct tests, upload and evaluate assignments, address queries, mentor and share information Faculty chose modules of these platforms where students can be taught and engaged interactively. They effectively used such software platforms for integrating various websites of educational interest creating interactive assignments for the students. PRIST subscribes for MS Teams (a Microsoft Office 365 product) which was advantageously used by the faculty in delivering the courses seamlessly in the absence of physical classes. Faculty were able to bring in subject experts worldwide on the various webinars organized. The 'Enabling Technologies & Emerging Robotics Use Cases', an international webinar organized by PRIST DU, in which a host of scientists, academicians and industry experts from across the globe delivered lectures is a case in point.

The Library has a digital section and NPTEL workstations to augment the ICT aided teaching and learning material preparation of the faculty.

PRIST motivates the faculty to adopt ICT enabled blended teaching methods. The teachers and students are encouraged to participate in webinars floated by institutions of repute across the globe. A good number of teachers have undergone ARPIT programmes and a sizeable number of students have participated in SWAYAM/NPTEL courses by making use of the ICT facilities available in the departments. Faculty members have developed e-content for various courses for the institutional LMS. They also make use of 'Spoken Tutorial' projects. Two of our faculty members have acted as resource contributors for e- pg pathshala programme of MHRD. The institution has been recognized as Remote Centre-IIT Bombay for organizing online programmes for the benefit of teachers and students of our institution as well as those in the surrounding.

Further, ICT support provides access to teachers for animated e-learning material, Learning Management Support, online Examination and Certification, Simulation Tools and resource sharing among user groups.

File Description	Document
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

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

Response: 41:1

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 97

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years

Response: 53.42

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. /***

D.Litt. **year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
176	209	195	144	108

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 7.06

2.4.3.1 **Total experience of full-time teachers**

Response: 2124

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	[View Document](#)
Any additional information	[View Document](#)

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 4.15

2.4.4.1 **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	2	2	2

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 14.8

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	14

File Description	Document
List of Programmes and date of last semester and date of declaration of results	[View Document](#)
Any additional information	[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.34

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
25	0	0	12	16

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal

assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

The Examination system of the institution is fully automated. The details are furnished in the Examination Automation Manual. The University has made it as a principle to publish the examination results within 15 days after the date of last examination.

Pre-Examination Processes:

- Preparation, Distribution and Collection of Print Exam Application forms with photographs

- Preparation of Exam Timetable

- Printing and Distribution of Hall Tickets

- Preparation of Galley

- Generation of Students list, Attendance Sheet

- Appointment of Examiners for Practical examinations/ Viva – before the commencement of Practical Examinations

- Appointment of Chief Superintendent, Additional Chief Superintendent, Invigilators and Squads for theory examination

- Setting of Question Papers.

- Examination Process:

- Examination Material Management

- Logistics etc

Post-Examination Process:

- Appointment of Camp Officers and Chief Examiners

- Examiners for evaluation as recommended by the HODs

- Attendance Capture

- Dummy numbering of Answer scripts

- Central Valuation of Answer scripts

- Coding and decoding of register number with Marks

- Exam result auto processing

- Organizing the Result Processing meeting

- Declaration of results

- Printing and distribution of semester transcripts/grade cards

- Printing and distribution of Consolidated Grade Cards/Transcripts and provisional certificates

- Issue of Degree Certificates on the day of convocation

- Redressal of Students Grievances on Examination

IT Integration:

ICT has been introduced for effective management of Examination system in the institution for greater user efficiency, transparency and reliability. The following are the salient features of the Current Examination Automation System.

- Online course registration for the examinations

- Issue of hall tickets

- CIA Import / Entry

- Normalization of marks for consistency- computerized

- Results processing fully automated

- Rank /Topper List

- TMR Report

- Mark Sheet Generation

Examination Reforms:

- The institution has adopted Absolute Grading System in accordance with UGC Guidelines on Adoption of CBCS.

- Credit Transfer Facility

- On-line Certificate Verification System

- Post-examination feedbacks from the examinees are taken to suitably modify the course delivery in subsequent offerings

- Students are given the opportunity to opt for revaluation or retotaling after availing the facility of receiving a photocopy of the answer script.

- Scribe facility and alternate mode of assessment strategies are provided for students with disabilities.

- Moreover, the institution has taken initiatives to register with National Academic Depository (NAD), an online repository of degrees awarded.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

The Board of Studies (BoS) in each department, receiving inputs from the Department Academic Committee (DAC), oversees designing, revamping and developing the curricula of all the Programmes offered by the Department. The DAC ensures the receipt of feedback on curricula from all the stakeholders

and an analysis followed by discussion of the faculty team. DAC supplies the necessary input for the agenda of the department's BoS meeting. Members of the various Boards of Studies comprising of experts from academia - both internal and external and industry contribute towards articulating Graduate Attributes, Programme Educational Objectives, Programme Outcomes, Programme Specific Outcomes and Course Outcomes of every programme offered by the department.

The Course Outcomes which are in line with the Blooms Taxonomy Levels are mapped with the Programme Outcomes. The course outcomes apart from reflecting the required skills and abilities that the students are expected to nurture, also inculcate professionalism, an understanding for ethical conduct, and respect for cultural diversity and differences. The program outcomes aligned with the guidelines of accrediting and regulatory bodies such as AICTE, NCTE, ICAR, UGC etc., cater to the global standards as well Recruiters' expectations. The course outcomes, spanning across the entire syllabus, contain the required skills and competencies. They reflect the abilities students are expected to display acquiring the course knowledge. Both internal continuous assessment and external examination assessment patterns are designed to enable computing the measurement of attainment of course outcomes. The continuous internal assessment includes two tests, a pre-semester examination and assignments giving the students a thorough understanding of the subject concepts ahead of the end semester examination. Such academic rigour has served to help a large percentage of the students attain successfully the course and programme outcomes.

Through a well-structured mechanism the programme and course outcomes of various study programmes offerd by PRIST DU are disseminated to the students and faculty community. Programme Handbook is prepared with Institution/Department Vision, Mission, Curriculum structure, Course Outcomes, Course Content, Text books and References, Lecture outlines, Evaluation pattern etc. After getting due approval from BoS and Academic Council, the syllabus will be circulated among all faculty. The expected course outcomes along with assessment and evaluation pattern are also explained to the students. Copies of the syllabus are made available to the students through Learning Management System (LMS). Printed copies are made accessible to the students, faculty and other stakeholders, too, in the Schools for ready reference. They are available on the Institutional website, also. Workshops for the faculty members are conducted to offer training in developing the Graduate Aptitudes, Programme Educational Outcomes, Programme Outcomes, Programme Specific Outcomes and Course outcomes. They are also trained in various Assessment Methods and measurement of CO/PO attainment. Special orientation programmes are held for the students in making them appreciate the significance of PEOs, POs, PSOs, COs and the Course Curriculum, Course plan and Delivery mode, and Assessment Methods.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

As a part of the institution's effort in improving the 'Outcome Based Education (OBE)' model practiced,

implementation of 'Learning Outcomes based Curriculum Framework (LOCF)' is ensured in the course curricula development by the individual faculty.

During the current academic year 2022-23, a committee headed by the Dean of Engineering and Technology guides and monitors the setting of question papers for the continuous Internal Assessment Tests and End Semester Examinations covering all the course outcomes of a course with due weightage to each one of them, indicating the Blooms Taxonomy level for each question in addition to marks, Course Outcomes (which are given in the syllabus of each course) and Performance Indicators. An Excel spread sheet format for calculating the attainment of Course Outcomes, Programme Outcomes and Programme Specific Outcomes was developed. After feeding the student-database, Course and Course handling staff, the threshold marks and the targeted pass percentage of students for each course outcome of a course shall be fixed by the concerned course handling staff depending upon the nature of the course and the past performance history of the students. After the conduction of the continuous Internal Assessment Tests and end semester examinations, the actual marks awarded for each question shall be entered in the appropriate columns of the spread sheet along with the marks of remaining components such as Assignments, Multiple Choice Questions tests, Seminars etc. The spread sheet then automatically calculates the actual threshold marks and passes percentage for each course outcome as per the pre-entered formulae for calculating them. Once the above two are computed, the attainment level of each course outcome is calculated by comparing it with the already fixed threshold and target marks. Using the relationship (mapping) of each course outcome with the programme outcomes and programme specific outcomes (which is clearly mentioned in the curriculum), the attainment levels of programme outcomes and programme specific outcomes are calculated. Thus, the performance in the Continuous Internal Assessment Tests and the end semester examinations are to be used for calculating the direct attainment levels of course outcomes which counts to 90% of the overall attainment. The remaining 10% contributed by the indirect attainment level shall be calculated based on the output of 'Feedback' survey conducted with among the students using google /Microsoft office forms. These questionnaires have been uploaded on the School/Dept webpage of the institution's web portal. Finally, the overall attainment of course outcomes, programme outcomes and programmes specific outcomes shall be calculated by combining both the direct and indirect methods.

Every department of the institution has identified a faculty member as the OBE Coordinator. Training sessions are arranged for all the Heads of the Departments and the Department OBE Coordinators to explain the above procedure for setting of Question Papers and the calculation of attainment levels of Course Outcomes, Programme Outcomes and Programme Specific Outcomes. The OBE coordinators, in turn, educate their respective department faculty on the procedure for CO attainment.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 95.7

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1359

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 1420

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

The research activities at the instituion is orchestrated by Research and Development Cell (RDC) led by Director and it consists of six sub committees to support R&D activities, viz.**,**1. Administration, 2. Finance and Infrastructure Committee, 3. Research Program and Policy Development Committee, 4. Collaboration and Community Committee, 5. Product Development, Monitoring and Commercialization Committee, 6. IPR, Legal and Ethical Matters Committee. The primary objectives of RDC include reorientation of research in pursuance of national/local need, colloborative support onto industrial professionals, capacity building among the researchers, ideations and incubational support and orientation for students and staff.

With a view to acheive the objectives as outlined above, the research promotion policy has been constituted, whose execution is monitored by University Research Board, presided by the Vice Chancellor. The basic domains of research promotion policies can be categorized into four divisions: I. Academic Research; II. Sponsored Research; III. Centers for Excellence; and IV. Incentives for Research Activities

With regard to promotion of academic research, the University encourages all eligible faculties to join Ph.D programs and post graduate scholars to publish in peer reviewed journals, apart from making suitable technical, infrastuctural and financial supports in enhancing academic research outputs. In order to enhance sponsored research, the University supports in-house projects ans seed money for carrying out basic research and encourage getting externally funded projects through provision of financial assistance and incentives. Besides, based on research performance, the institute recognizes specific research divisions as centre for excellence and supports special grants for carrying out research in frontier technologies. To support the above mentioned fronts, various incentive policies are being formulated from time to time which include, recognitions, financial incentive, support in travel expenses, sanction of On duty leave and so forth.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
Any additional information	[View Document](#)
URL of Policy document on promotion of research uploaded on website	[View Document](#)

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in

Lakhs)

Response: 3.4

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	4	3	4

File Description	Document
Minutes of the relevant bodies of the University	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 1.02

3.1.3.1 **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	5	3	4

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the award letters of the teachers	[View Document](#)

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 5

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	2	1

File Description	Document
Institutional data in prescribed format	View Document

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 0

3.1.6.1 **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

File Description	Document
Institutional data in prescribed format	View Document

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 0

3.2.1.1 **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 98.24

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
27.24	13.27	21.23	26.33	10.17

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for research projects sponsored by government	[View Document](#)

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 0.1

3.2.3.1 **Number of research projects funded by government and non-government agencies during**

the last five years.

Response: 6

3.2.3.2 **Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 301

File Description	Document	
Supporting document from Funding Agency	[View Document](#)	
Institutional data in prescribed format	[View Document](#)	
Paste Link for the funding agency website	[View Document](#)	

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

In order to create an ecosystem of innovation, incubation and creation/transfer of knowledge, the institution has created an integrated and interdisciplinary centre, namely Centre for innovation, Incubation and Entrepreneurship (CIIE) consisting of three distinct yet interrelated cells: Incubation cell (IC), IPR Cell (IPRC) and Entrepreneurship development cell (EDC), as outlined below.

Incubation cell envisions prospective incubates have access to technological assistance which will be generated through mentors with multidisciplinary expertise, provide a platform for a budding entrepreneur to start a business venture with minimum risks and to encourage young enthusiasts with creative pursuits with an inherent zeal to be entrepreneurs to take advantage of this novel initiative.

Intellectual Property Right Cell (IPRC), on the other hand, is committed to encourage, protect, manage and commercialize Intellectual Property such as Patent, Copyright, Trademark etc. generated through the University. Faculty and students of PRIST are actively participating in the IPR filing process in different disciplines and thereby stimulate a dynamic, vibrant and balanced intellectual property rights (IPR) system to foster creativity and innovation and promotes entrepreneurship and enhances socio-economic and cultural development.

Entrepreneurial development Cell (EDC) utilizes the strength of IC and IPRC with a dedicated vision of being a well-recognized centre of excellence for entrepreneurship development to create successful entrepreneurs and to foster entrepreneurial thinking, promote, facilitate the business knowledge. Develop aspiring entrepreneurs into motivated, ethical and dynamic business leaders.

Specific policies by CIIE to enhance innovation, incubation and knowledge creation/transfer

1. The institution creates an innovation culture by organizing various kinds of programs such as ideation programs, collection of innovations from research undertaken in respect of academic,

> extension, extramural and outreach.
2. Every major invention achieved out of conducting research shall be innovated and the same shall be incubated in the incubation centre which will be augmented from time to time.
3. Students shall be allowed to select an incubated product and use the same to be developed in large scale through separately established start-up. All the training required for the students to become entrepreneurs shall be imparted
4. The institution shall incorporate an incubation centre that has all the facilities for incubating the innovations
5. The institution shall provide support required for filing the patents and for completing the groundwork required to get the patents registered and licensed.The institution shall provide required support to the faculty for filing IPRs and copyrights when it has been proved by the faculty that such a filing is necessary to protect the value of the research done.

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

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 14

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	14	0	0	0

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 4

3.3.3.1 **Total number of awards / recognitions received for *research /* innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e- copies of award letters	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	[View Document](#)
Any additional information	[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website

Response: C. 2 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
e- copies of the letters of awards	[View Document](#)

3.4.3 Number of Patents published / awarded during the last five years.

Response: 19

3.4.3.1 **Total number of Patents published / awarded year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	3	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 2.49

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 127

3.4.4.2 **Number of teachers recognized as guides during the last five years**

Response: 51

File Description	Document
Institutional data in prescribed format	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.17

3.4.5.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
76	42	59	77	113

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4.6 Number of books and chapters in edited volumes/books published and papers published in

national/ international conference proceedings per teacher during last five years

Response: 0.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	17	21	9	14

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4.7 E-content is developed by teachers :

1. **For e-PG-Pathshala**
2. **For CEC (Under Graduate)**
3. **For SWAYAM**
4. **For other MOOCs platform**
5. **Any other Government Initiatives**
6. **For Institutional LMS**

Response: D. Any 2 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Give links or upload document of e-content developed	[View Document](#)
Any additional information	[View Document](#)

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response:

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response:

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	**View Document**
Any additional information	**View Document**

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

The objective of the consultancy policy is to leverage the strength of the institution's knowledge base and infrastructure to provide assistance to the perspective clients through suitable procedural set-up. Accordingly, the consultancy policy earmarks the valuation of the technological and infrastructural resource base, equitable and sanguine disbursement of the wealth generated thereof as well as enhance commitment in providing solution to the need of clients (individual or organization).

Aided by the standardized consultancy policy measures as outlined in the succeeding paragraphs, PRIST is committed to making its expertise available through service to industry, commerce, government, professions, arts and other educational and research organizations and at the same time provide intellectual and financial mileage to the deserving researchers and academicians.

The policy outlines the guiding principles of demonstrable benefit to the institution from the consultancy through income, enhanced reputation, and/or expanding the expertise of the staff member, supported by mandatory formal agreement with institution authorization, non-conflict with the institution's policies, functions, objectives or interests, yet not to damage the institution's reputation nor indiviual productivity (academic or administrative).

A Research Consultancy exists where an academic staff member provides research skills or expertise in return for remuneration from an external funder. A Research Consultancy may be the outcome of a tender or an individual negotiation.

The type of consultancy covered in the present policy includes:

i. non-research Consultancy, namely the provision of professional services to external agencies (designing, legal and medical advice), routine laboratory and other testing of materials, devices or products, analysis of data such as market surveys, opinion surveys etc., The provision of professional services; and

ii. Research Consultancy involving contribution of the researcher (through tender or an individual negotiation) in providing customized solutions to specific problems faced by the client.

The income generated through the consultancy services are being disbursed as per the standardized consultancy policy i.e, 80% to the investigator (or the team of investigators, distributed suitably based on the degree of contribution) and 20% for the institution, after due deduction of the cost incurred in carrying out the consultancy activity.

File Description	Document
Upload soft copy of the Consultancy Policy	[View Document](#)
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	[View Document](#)
Paste URL of the consultancy policy document	[View Document](#)

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 5.29

3.5.2.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0.15	0.01	5.13	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

The extension activities carried out by the institute have been directed into distinct yet interrelating tracks:

1. Broad socio-developmental activities in the neighbouring communities addressing the societal, economic, cultural, and environmental issues with the assistance of NSS, Green Cell and RDC,

apart from specific outreach programmes executed by school of agriculture to assist the farmer community (to be specific, Agri clinic)

2. Specific S&T directed programmes (esp. awareness, workshops, sensitization, and celebrations) to provide exposure to modern technology (approaches and equipments)

Based on the above-mentioned objectives, various extension activities have been undertaken to cater to the need of the local community as well as neighbouring academic and industrial communities.

Some of the various extension activities (as well as associated strategies) undertaken has been outlined below

1. Eminent and enterprising professionals from the industry are invited to take up joint resource projects with the institution faculty.
2. The faculty of the institution is encouraged to select society specific problems and conduct research and provide feasible solutions. Such research topics could include problems related to chronic diseases, women and child welfare and protection and health care etc.,
3. The institution organises educational programmes including science expo relevant to a community, society outside PRIST organisation.
4. The institution conducts celebrations of days of national and international importance to create sensitization/awareness of the importance of associated causes, in pursuit of UGC recommendations (namely, International Yoga Day, World Environment Day, International Women Day etc)
5. Training and awareness programmes of specific policies formulated by the national government (NEP, Make-in-India, Atmanirbhar Bharat, Swachh Bharat etc)
6. The faculty and students periodically visit neighbouring villages to investigate the problems, find solutions, and implement the same using technology expertise.
7. Students are encouraged to participate in the extension and outreach programmes organised by the institution.
8. The institution conducts outreach programmes related to aging, life course development that led to national integration, intervention programmes that lead to reduction in social isolation of the people and elderly people, improving the quality of care provided by nurses in nursing homes, engaging elder persons in environmental volunteering. Outreach programmes in the field of chronic pain, child related abuse, neglect, preventive interventions, transactional research, stress and coping etc.,
9. The institution conducts programmes aimed at developing trade skills.
10. The faculty of PRIST are permitted to act as resource persons in the events such as workshops and conferences conducted outside PRIST premises.
11. PRIST encourages its senior faculty to train industry personnel.
12. The institution's faculty are permitted to work in other educational institutions as part of faculty exchange programme.

In addition to this, the institute maintains an active Institution's Innovation Council (IIC), an institutional body constituted and registered in Ministry of Education, Govt. of India with a purpose of systematically fostering the culture of Innovation. Under the aegis of IIC, various extension programmes are being conducted regularly (both IIC driven and Self driven activities recommended by MoE).

3.6.2 Number of awards received by the Institution, its teachers and students from Government

/Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 2

3.6.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copy of the award letters	[View Document](#)

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 51

3.6.3.1 **Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
15	4	10	10	12

File Description	Document
Reports of the event organized	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 49.69

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
2070	673	1163	1443	2187

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 77.4

3.7.1.1 **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
84	46	57	77	123

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response: 20

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	5	8	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the MoUs with institution/ industry	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

PRIST DU has put in place adequate infrastructure and other facilities for teaching and learning. The campus is spread over an area of 25.56 acres of land with a built-up area of 61012 sqm with well-laid out buildings for every department and the administrative offices that cater to the academic, administrative and supporting needs of every School as prescribed by statutory bodies viz. UGC, AICTE, NCTE etc. The institution is having 9 teaching blocks, 109 classrooms, 70 smart classrooms and 8 seminar halls to cater the needs of 18? academic departments.

Streetlights and high-powered LED lamps are installed to keep the campus brightly lit. Surveillance cameras are installed in key points to ensure safety on the campus. Students on the campus have accessibility of e-resources on 24x7 basis. All teaching and research facilities such as computer systems, lecture halls and teaching laboratories have 100% power back-up.

The departments have well-furnished separate cabins for faculty members for effective and regular interaction with the students for counseling and guidance. The entire campus has leased line internet connectivity of 1Gbps bandwidth.

Departments have state-of-the-art laboratories as per the statutory council norms for carrying out curriculum-oriented lab practical's and, in addition, research activities. The laboratories are equipped with necessary safety features.

The institution has an auditorium with ICT facilities. The library, having a dedicated digital section has 34,872 titles, 94,962 volumes, 150 print journals, 3 packages (16,279) of e-journals, 63,676 e-books, NPTEL workstation etc. The entire campus is wi-fi enabled allowing the teachers and students to access online resources. The institution also has a Computer Centre with 922 nos. latest configured systems, licensed software and open-source software.

The institution has facilities such as Media Centre, Audio visual Cent and Lecture Capturing System for preparation and delivery of quality e-content. Besides, the institution has a Central Instrumentation Centre, Central Fabrication Facility and a mini-Museum to help the teachers and learners.

The institution also has facilities such as lifts, ramps, wheelchairs and restroom facilities for differently abled.

File Description	Document
Upload any additional information	[View Document](#)

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

Response:

PRIST DU has on its campus elaborate facilities - both indoor and outdoor - for conducting sports, games and cultural activities.They
include Throw ball, Kho-Kho, Volley Ball, Basket Ball & Tennis Courts apart from a well-equipped modern gymnasium and a 400 mts athletic tracks. Professionally equipped indoor facilities exist for students interested in Badminton, Table Tennis, Carrom and Chess. The Physical Education Department of PRIST motivates student participation in intra and inter-University events. The university's sports facilities are often sought after by the District/State level Sports Bodies for hosting various sport events. Awareness programmes on fitness and mental well-being are a regular feature in the University calendar. Yoga practice and similar programmes are conducted with the help of professionally trained coaches. With equal emphasis laid on student-participation in extra-curricular activities, students are provided with infrastructural facilities for hosting mega celebrations during the Annual Day, Cultural Festival events. During such events students who participate in extra-curricular activities bringing laurels for university are duly recognized and appreciated with trophies and monetary rewards. Various group/solo events serve to bring out the talents possessed by the students. Photography club, Dance club, music club are some avenues that help students exhibit and sharpen their talents.

File Description	Document
Upload any additional information	[View Document](#)
Geotagged pictures	[View Document](#)

4.1.3 Availability of general campus facilities and overall ambience

Response:

The campus has verdant clean and green landscape strewed with clean and wide internal roads with sufficient lighting facilities. The
campus greenery and landscape is well maintained with team of trained gardeners. Our institute has on campus hostel facilities for
students which are the benchmark in student's life. The hostel is attached with mess which serves for about 200 residences. The ATM facility provides on campus service for both staff and students. Multiple food courts are available inside the campus. Medical
officer is appointed in on campus hostels; first aid facilities are available in Institution, labs and hostels. An ambulance is parked
on campus and available round the clock. The campus has good accessibility by internal rooms and sign boards for entry and exit
points which are placed around entire campus. The campus has different administrative, academic sections which are identified
trough proper placards. The campus has well equipped indoor and outdoor `sports facilities along with gym

facilities and yoga
centre. The campus has student cafeteria which provide easy accessibility for student. Also the campus has uninterrupted power supply with the help of generator including hostel. The campus provides transport facilities for day scholars.

File Description	Document
Upload any additional information	[View Document](#)

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 42.59

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1620.34	965	1150	626.63	897.02

File Description	Document
Upload audited utilization statements	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

Library is an automated using Integrated Library Management System (ILMS) and has digitisation facility

Autolib, a fully integrated user friendly and multi-user web enabled advanced library automation management software, suiting to internet and intranet environments, is used in the automation of the various activities in institution's library. The software with multimedia interface helps the library staff for counter transactions and circulation system. With powerful search options, AutoLib supports TCP/IP protocol for networking (Boolean Query Bwider) facility. It also helps the users to avail SDI/CAS and online diary facilities.

Of the various modules it contains, Database management and cataloging is one. This module allows to

create, update, and edit the database of books, book bank, theses, conference proceedings, standard reports and patents etc. It helps control journal issues, articles and bound volumes. It allows to create data on non-book materials, video/Audio, microfilm and news clippings. Another important module is OPAC (Online Public Access Catalogue). This module is designed to search all the resources which are available in the library. There are two types of searching facilities, viz., a simple search (for beginners) for retrieving information about books ie Accession number, author, title, subject, keywords and department etc. and another advanced search for experienced users. It helps the users to locate the designed field(s) criteria for search, Boolean operation (And or Not) and sorting order from a list of fields and printing in various formats.

A separate module for circulation management and transaction useful for all types of counter transaction, such as issues, renewal, return, reservation, reminders, overdue, No – dues certificate and statistics for all counter transactions is available. Another module helps generate and print a large number of reports about expenditure by type of documents / departments / subjects and bibliographic reports. All types of statistics /reports can be generated.

It has a module for system administration which helps the library staff to create new user log in credentials and grant rights to access to various modules. It helps to monitor the usage of library resources by students, faculty and other visitors. This module also helps in online stock verification of library resources using Barcode Scanner, Data Capturing Unit and generate report of books such as missing books and documents, issued, Binding, transferred, condemned (weeding out) available etc.

It has web modules allowing various databases search using browsers (such as internet explorer) on LAN/Intranet /Internet environment using Web servers apart from providing main services to link with various E-Resources on the web with details. The Library is equipped with a 2GB RAM, 360 GBHD, OS Windows 2000 server - MS _ access with Linux and Mysql version.

The users of the library have access to services such as reprographic printing. The library facilities include property counter, OPAC and a discussion room.

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

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 14.93

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
16.51	8.22	13.34	21.42	15.16

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

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

Response: 4.73

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

Response: 202

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 59.83

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 70

File Description	Document
Institutional data in prescribed format	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

Our University views IT as the medium for ensuring optimum dissemination of knowledge through its academic, non-academic
pursuits and administrative service to all the stakeholders for the criterion of a knowledgeable society.

IT policy exists to create, maintain, secure, and ensure legal and appropriate use of Information technology infrastructure established in the our campus. This policy establishes Institution-wide strategies and responsibilities for protecting the Confidentiality,
Integrity and availability of the information assets that are accessed, created, managed, and/or controlled by the University.
Information assets addressed by the policy include data, information systems, computers, network devices, intellectual property, as well as documents and verbally communicated information.

IT security involves the protection of information assets from accidental or intentional disclosure, modification, or denial at a
reasonable cost.

Information Technology Support & Service Department at PRIST Deemed to be University aims at identifying, providing and maintaining reliable computing facilities, computing network environment, communication facilities and related infrastructure to facilitate education and research.

File Description	Document
Upload any additional information	View Document

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

Response: 4:1

File Description	Document
Student – computer ratio	View Document

4.3.4 Available bandwidth of internet connection in the Institution　　(Leased line)

Response: A. ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: B. 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 57.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
1030.67	1646	1550	1213.67	1448.06

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

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.

Response:

The institution has developed an exclusive Maintenance Policy in 2017. A well-staffed Estate Office functions led by an Estate officer and a Maintenance Engineer who undertake timely maintenance and repair works related to civil, electrical, plumbing and public health. Entire campus is maintained litter and

plastic-free.

The laboratories and workshops spread across the 18 departments attached to the five Schools of the institution Laboratory contain in them several workstations, instruments and equipment which are regularly calibrated and annually maintained through contracts from professionals. Sufficient protective measures such as Eye-wash stations, First-aid kits, Fire extinguishers which are periodically maintained and refilled are provided in the closest vicinity to the student work area. Usage and set of safety instructions are prominently displayed in each lab. Qualified Lab Technicians maintain and ensure proper functioning of equipment/ instruments, The faculty members in-charge oversee the same. Laboratory manuals maintained and updated by the faculty are given access for the benefit of the students also. Ample usage of working models and explanatory charts is encouraged in the laboratories. Care is taken to maintain periodically the batteries of uninterrupted power supply systems. Semester-wise servicing and required breakdown maintenance carried out are recorded in the history cards/service registers. Stock registers are maintained in all laboratories annual stock verification carried out. Floor cleaning/mopping and general upkeep of the labs and workshops are carried out by the housekeeping wing.

It is ensured that the Academic block of the institution containing classrooms provide the needed teaching learning environment. The classrooms are well equipped with information communication technology tools for effective teaching – learning process to happen.

Institution has a well-established policy for IT related operations. The IT Policy mandates that the students, faculty, staff and guests make effective usage of campus systems, internet, wireless resources, official websites, Management Information System and ERP solutions, Learning Management System, Remote Login based facilities of the Institution and e-Library resources.

Information Technology Support & Service Team at Ponnaiyah Ramajayam Institute of Science & Technology aims at identifying, providing and maintaining reliable computing facilities, computing network environment, communication facilities and related infrastructure to facilitate education and research. The IT policy, in detail, has been uploaded for reference. The personal computers along with the printers, scanners, etc. are are provided with uninterrupted power supply. Periodical hard disc clean-up is taken up by the IT support team of the institution. Renewal of Software licenses as required by the service providers is taken up. PRIST DU has a leased internet connectivity of 1 Gbps bandwidth.

Awareness programmes on fitness and mental well-being are a regular feature in the University calendar. Yoga practice and similar programmes are conducted with the help of professionally trained coaches. Professionally equipped indoor facilities exist for students interested in Badminton, Table Tennis, Carrom and Chess. The Physical Education Department of PRIST motivates student-participation in intra and inter-University events. Indoor and Outdoor sports / Games Equipment, Courts, Playground and Gym are maintained by the Physical Education department and the housekeeping team. The institution grounds often sought after - especially, a 400 mts athletic track - by the youth affairs and sports wing of the local district administration for the conduct of major sports event are kept under regular maintenance. The modern gym available in the campus is regularly maintained.

The University Library in 1500sqm area, having wi-fi access, is managed through 'Auto Lib' software. National/international Journals - print and online, apart from databases (IEEE, DelNet, Knimbus) are made available. The library follows the Dewey decimal classification and OPAC can help users find library resources from any location using internet access. Library Entry registers are maintained electronically. Recommendation of faculty is sought while adding new titles to the Library. Book lending is duly

monitored. Login ID for access to e-resources is provided for the faculty and students. Library maintenance and upkeep is done daily with support of library assistants and housekeeping staff. User awareness programmes are periodically organized by the Director, Library.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 3.06

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2021-22	2020-21	2019-20	2018-19	2017-18
176	153	84	91	20

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 44.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
1186	1244	1534	1691	1230

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 40

5.2.1.1 **Number of students qualifying in state/ national/ international level examinations (eg:**

IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.)***) year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	1	0	0

5.2.1.2 **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	1	0	0

File Description	Document
Upload supporting data for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 11.01

5.2.2.1 **Number of outgoing students placed year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
65	87	97	116	105

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 11.62

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 165

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 129

5.3.1.1 **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
06	10	23	60	30

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

The various student-committees whose formation and functioning as well is encouraged by the University have liberal representation from the students. The grassroot level initiative of 'student-council' for the welfare of student-fraternity contributing to institutional development includes the formation of 'Class Committes' comprising of student-representatives - both boys and girls. The collective feedback of

students on pedagogical and academic aspects is discussed and followed up during periodical meetings of such committees. Students get opportunities to display 'leadership skills' while planning, organizing and executing various events under the auspices of 'Department Technical Associations' which are Bodies with the presence mainly of student-office bearers. Hostel and mess committees include students who deliberate hostel and mess functioning / student-inconvenience, if any / suggestions for betterment etc. Issues to be addressed areidentified and taken forward to the administration for solution. Students Sports Club guided by the Physical Education Department organizes intercollegiate and intra collegiate sports events. Library committee has student representation wherein students get to suggest addition of books as well as various Annual Quality Assurance Report of Ponnaiyah Ramajayam Institute of Science and Technology (PRIST), Deemed to be University resources for the Library. Student Committees play a major role in organizing Cultural Fests, Techno-cultural events, Industrial visits, Social Service events in the University's neighbourhood including programmes under NSS.

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 29.6

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
33	05	36	38	36

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

Ponnaiyah Ramajayam Institute of Science and Technology (PRIST) deemed University has, globally, a very strong alumni presence. As ambassadors of the institution, the members of the alumni play active roles in collaborating efforts in industry/research/academic /training and development /scholarships and events benefitting society in the University's neighborhood. Alumni provide support in placements, internships, and projects for students through regular orientation programmes for current students. Members of the alumni do make liberal donations towards student-scholarship and similar needs of the University. The alumni also help in conducting pre-recruitment guidance for current students. Alumni volunteer function as PRIST Ambassadors in the university's programs across the globe.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: C. 20 Lakhs - 50 Lakhs

File Description	Document
Any additional information	[View Document](#)
Link for any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

Vision

To be internationally recognized Institution for its excellence of academic programmes, for its high quality teaching across a broad range of disciplines, for its efforts in promoting world class research and for its community service in making quality and flexible higher education to reach wider community.

Mission

- To dedicate to the communication, expansion and integration of knowledge through excellent undergraduate education as its primary priority and complementary excellent post graduate academic programmes.
- To offer quality professional education opportunities which are accessible, flexible and borderless.
- To have a distinct academic approach that emphasizes professional education fosters high achievement and promotes original inquiry, innovation and collaboration.
- To make the Institution Campus as a Centre of Academic Excellence where high quality research and high quality teaching are mutually sustaining.
- To develop graduates who may be positioned to meet the challenges of a rapidly changing world.
- To create fulfilling experiences for all students based on commitment of skilled and caring teaching faculty.
- To aspire to contribute to our nation's economic growth, social development and sustainability.

File Description	Document
Link for additional information	View Document

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

Response:

The University is functioning as per the provisions of the MoA and rules of the University duly approved by UGC. The University is governed by the Board of Management chaired by the Vice-Chancellor. The Board of Management is constituted as per the provisions mentioned in the University MoA approved by the UGC. The authorities of the University include statutory bodies such as Academic Council, Finance Committee and Planning and Monitoring Board for which the Vice Chancellor is the Chairman. The MoA and rules of the University define the roles and responsibilities of various administrators in the University. The administrative structure of the University includes the Registrar, Controller of Examinations, Deans of

Schools, Heads of Departments and Finance Officer.

The constitution and functioning of various statutory bodies evidence the participative decentralized nature of management practiced at the institution. The system provides for the continuous involvement of all the leaders and the faculty in the decision-making process including policy formulation and in the formulation of academic, research, and extension programs, as well. The leadership provides academic autonomy to all the Schools. Faculty representation on all the important decision-making bodies, including Academic Council and Finance Committee, has been provided for.

There exists the practice of liberally delegating the academic and administrative powers to the respective Deans of Faculties, and the Heads of the Teaching/ Administrative Departments/ Offices, including Research and Development. Special committees are constituted to deal with special situations. In addition, different committees are constituted/nominated by the Vice-Chancellor from time to time to guide and administer in the institution's functioning both at the academic and administrative levels. At the departmental level, faculty are actively involved in academic decision-making.

The teachers and heads of administrative units are motivated to develop interdepartmental linkages for creating a congenial work environment. Periodic meetings with the staff are held to discuss and resolve important issues. The decision-making processes are democratic and decentralized ensuring cordial and continuous interaction between the teachers and the administration.

Decision-making through decentralization and participative management is also evident through a fair representation of faculty members and students in different committees. The outcomes of such committee set-ups, to name a few - Planning and Monitoring Board, Library Committee, University Research Board, Internal Complaints Committee, Research Students Grievance Redressal Cell - through participative process go to reinforce effective leadership.

The University has created a strategic plan that embodies its values of transparency, accountability, and efficiency. Through decentralization and participative management, institution is committed to continuous improvement of its procedures and functioning.

File Description	Document
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The strategic plan evolved for PRIST aims at transformation of education which the university management can get benchmarked with those institutions of repute, employing international standards. Strategic planning deployment, being a continually evolving process contains within it recurring planning strategies. At every stage of its implementation a sincere assessment of the plan outcomes is made followed by revision or modification of intended strategies.

To start with the strategy adopted in the 'Strategic Plan' majorly revolves around the requirements of the national accrediting/ranking agencies and the guidelines of NEP. It is believed that such a planning will strengthen, further, PRIST DU's present status, get it established in a robust manner, ensuring soon top slots in accreditation and ranking, paving the way for it to enter the global academic scenario by the turn of the decade.

Three phases of development are suggested in the institution's 'Strategic Plan' viz. short, medium and long term, with the tenure of the 'long term' extending into the fifth year of the institution's functioning into the future.

Sustained academic development has been at the core of the strategic plan. Against this backdrop, when the need arose to introduce newer study programmes, the Schools concerned rose to the occasion and implemented plans introducing new courses / programmes. Apart from the introduction of new programs the institution also upgraded the ongoing programs in line with the guidelines from National Skills Qualifications Framework. Industry connect has been insisted at the faculty level and the insistence of one of the best practices viz. 'Strategy for structured industry - connect by the faculty to enhance industry collaboration by the university' has seen many a faculty, from across the Schools, enthusiastically taking up assignments with industries/organizations.

The strategic plan identified Curriculum Planning & Development, Teaching-Learning and Evaluation, Research, Industrial Consultancy and Innovation, 3.4   Student Support and Alumni Engagement, Financial planning and Budgetting and Sensitization of faculty and students towards adoption of systems and procedures which can be distinguished as 'best practices' as the 'Key Result Areas' wherein the faculty and the leadership teams' immediate contribution was sought and obtained.

Research, consultancy and professional practice including IPR related exercises are expected to bring tangible contributions. Research collaborations with a reasonable number of global universities figuring in the most reputed global rankings is the goal for the future, an outcome of the strategic plan. Efforts are on to identify commercial markets that would support the entrepreneurial acumen of students.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

The Board of Management is the chief decision making body of the institution. Academics, including

introduction of new programmes, curriculum revamping and similar decisions are made by the Academic Council of the University which considers recommendations brought to the table by the various Boards of Studies of the departments. This apex academic body is composed of senior members from the academia (both internal and external) and industry.

Academic Functioning:

School is headed by a Dean. The Dean of the School has overall leadership responsibility for all academic programs belonging to that School.

The Dean of School is responsible for policy level involvement and decisions pertaining to Programs of that School.

Director Research has overall responsibility for quality of research and funded research projects conducted at the University.

Dean Academics oversees at University level, policies and all aspects of the UG / PG Programmes.

Deans of Schools along with Associate Deans and HODs have operational leadership responsibility for day to day administration and functioning of classes in departments.

Administrative Functioning:

- Infrastructure, facilities, development and maintenance of their respective campuses
- Recruitment and managing of the non-teaching staff
- Fiscal planning and budget setting
- Student and faculty welfare activities - inclusive of food, sports, entertainment, extracurricular clubs, placements, convocation etc.

In addition to the statutory Bodies, academic and functional units, the institution has in place well-formulated policies to govern the routine. The main policies include Policy on Training and Placement, Policy on Waste Management and Green Initiatives, Policy on Startup and Incubation, Research Policy, Policy on Consultancy, IT Policy, Policy on Grievance Redressal Mechanism, Policy on Mobilization of Funds and Utilization, Policy on women Welfare etc.

The University promptly attends to the general grievances and grievances related to women through exclusive Grievance Redressal Cells.

Complaints from students pertaining to the results, registration and scholarship and hostel affairs are promptly addressed.

Faculty recruitments are made inviting applications through press and the University website. Written tests and/or interviews by the Selection Panel as per norms, follow. Regular promotions in a time-phased manner are also assured through Career Advancement Scheme (CAS). Service rules, procedures, recruitment, and promotion policies are contained in the HR Policy.

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the University webpage	[View Document](#)

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

Yes, the institution has a performance appraisal system.

A well-designed self-appraisal system, basically motivating the faculty towards enhancing their performance, requires each faculty member to submit a self-appraisal report (SAR) annually on the basis of parameters such as teaching assignment, outcome of research, conferences attended / papers presented, involvement in curriculum development, participation in extra-curricular/co-curricular activities and shouldering of additional responsibilities assigned by the University authorities and participation in various events organized. The self-appraisal report of the teaching staff, duly verified by the Heads of the respective Department and countersigned by the School Dean is, then, forwarded to the Registrar's office for onward submission to the Vice-Chancellor.

The University has Annual Confidential Report (ACR) system for the Technical and Administrative staff. On analysis of the same, the respective HoDs/ Deans counsel the staff where guidance is required.

Promotional Avenues:

Faculty career upgradation happens through Career Advancement Scheme (CAS) in tune with the State government/ UGC and AICTE guidelines. The promotion policy allows performance-based career upgradation and financial incentives for the non-teaching staff also.

Welfare Measures for the Teaching & Non-teaching staff:

1. Advance from PF for the construction/purchase of houses and vehicles.
2. Interest-free loan to employees for the purchase of vehicles.
3. Reimbursement of expenditure of school education of two children.
4. Six months maternity leave to female employees.
5. Several other types of leaves such as special casual leave, hospital leave, anti-rabies treatment
6. leave, Quarantine Leave, Half pay leave, etc. to meet exigencies and emergencies.

File Description	Document
Any additional information	View Document

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

Response: 12.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	95	11	20	18

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document
Link for Additional Information	View Document

Other Upload Files	
1	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 17.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	10	19	26	18

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Link for Additional Information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 10.7

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
30	64	28	32	12

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institution's main source of funds is student fees. Some funds generation is made possible through consultancy offered and industry use of laboratories and alumni contribution.

Funds are also mobilized through:

1. Fee collected through the conduct of Development Programmes, conferences, workshops, etc. both for faculty and students.

2. Leasing / renting out the institute infrastructure facilities to various commercial utility facilities such as canteen etc.

3. Funds generated using the institution's playground / auditorium facilities by external agencies.

Funds get generated as a result of interest on corpus funds, overhead charges from the research grants received from various government/non-government agencies, and funding from alumni donors.

Optimum utilization of funds is ensured through:

- Adequate funds are allocated for effective teaching-learning practices such as student-induction and faculty orientation programs, workshops, training programs, Refresher Courses, Faculty Development Programs, Conferences, Industry-Academia interactions which help deliver quality education.
- Necessary fund allocation is made for the development and maintenance of the infrastructure of the University
- Augmentation of library facilities is carried out.
- Enhancing laboratory facilities and promotion of research facilities in the university
- Some funds are allocated for service to the neighborhood society by way of events/programmes organized as part of social responsibilities through NSS.

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

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 0

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	[View Document](#)

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 0

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The institution has a robust mechanism which ensures timely checks on the income/ expenditure. Every financial transaction through student-fees, that forms the major chunk of the institute's income, as well as funds through various funding schemes are subjected to both internal and external audits. The institution makes a thoroughly transparent financial transaction through cheques, demand drafts or tools of Electronic Funds Transfer only.

The institute's audit process is primarily categorized into two, viz. Internal Auditing and External Auditing.

1.Internal Audit:

The institute has appointed an internal auditor (Mr.B.Kumaravel) who carries out, every month, an internal audit of accounts.

Mechanism:

Internal audit team looks into the following aspects, submitting to the Board of Management (BoM), via the Finance Committee, a detailed report:

·   Revenue Leakage, if any

·   Mentioned unwanted Expenditure

·   Mentioned Diversification of funds, if any

·   Whether the funds are appropriately utilized

·   Area of fraud and/or misstatement, if any

·   Whether proper books of accounts and operation of accounting software are being maintained

·   Whether adequate systems are in place to ensure that goods, works, and services are being procured in accordance with proper procurement procedures.

·   Whether adequate records are maintained as to the assets acquired including details of cost, identification, and location of assets.

Action: The Finance Committee analyzes the Internal Audit Report for deficiencies and suggests appropriate remedial actions for submission to the BoM.

2.External Auditing:

Audit Firm in the name of M/s Kalyana Sundram & Co is duly appointed as the External Auditor of the Instituion.

External Audit team audits the financial statement and finalizes the Income & Expenditure statement along with Balance sheet.

Mechanism:

1.   Get confirmation of whether the University Bank account Properly reconciled or not.

2.   Verify the Cash in Flow and Outflows.

3.   Finalization of Receivable and Payables to stakeholders.

4.   Summarizing Income and Expenditure as the rules prescribed by law and find out the Surplus/Deficit of Income.

5.   Confirmation of Liabilities and Assets of the University.

6.   Calculate the Tax Liability as per Income Tax Act,1961.

7.   Application of Exemption as per Income Tax Act,1961.

After scrutiny, the consolidated report prepared by External Auditor is submitted to Finance committee for clarification.

The 'audit objections' are settled by the Finance Committee in the following manner.

(1)   All 'queries' analyzed in a detailed manner and classified based on nature.

(2)   Find the Facts.

(3)   Send to appropriate authority for rectification

(4)   Taking remedial action and addressing the queries with evidence.

(5)   'Rectified Queries Report' with supporting evidences are submitted by the Finance Committee to External Auditor.

After getting 'Rectification Report' from Finance committee, External Auditor prepares 'Financial statement' of university for onward submission to and formal approval of the BoM.

Action: After approval from BoM, 'Financial Statement' and 'Audit report', duly signed by the External auditor, Income Tax Return is filed as per Income Tax act 1961.

Every year, the process of submission of income tax return will be completed within the time stipulated by the Department of income tax.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

IQAC of the institution strives to ensure continuous and holistic development of the academic and related activities of the institution. It aims to develop quality benchmarks for these activities. One of the main responsibilities of IQAC is dissemination of information to all the Schools of the University on quality aspects. Discussions, workshops, seminars are organized. IQAC, acting as the nodal agency of the institution for quality related activities, takes initiatives to record and monitor quality measures of the institution. An important assignment of the IQAC is preparation of the Annual Quality Assurance Reports (AQARs). The Director, IQAC, on advice from the Vice-Chancellor / Registrar corresponds and co-ordinates with the office of the National Assessment & Accreditation Council on matters relating to institutional accreditation. IQAC team is responsible for the development and application of quality benchmarks/parameters for the various academic and administrative activities carried out by the institution. IQAC of the institution envisages the creation of a learner centric environment conducive for quality education. IQAC has put in place an elaborate digital mechanism for feedback from stakeholders on quality aspects of the institutional processes. IQAC takes initiatives in organizing inter and intra institution workshops, seminars on quality related themes and promotion of quality circles.

The Internal Quality Assurance Cell in coordination with the Schools carries out activities such as the conduct of Academic and Administrative Audit.

Review of Learning Outcomes

As a part of the institution's effort in improving the 'outcome-based education (OBE)' model practiced, IQAC ensures the implementation of 'Learning Outcomes based Curriculum Framework (LOCF)' in the course curricula.

A committee headed by the Dean of Engineering and Technology guides and monitors the setting of question papers for the continuous Internal Assessment Tests and End Semester Examinations covering all the course outcomes of a course with due weightage to each one of them, indicating the Blooms Taxonomy level for each question in addition to marks, Course Outcomes (which are given in the syllabus of each course) and Performance Indicators. The attainment levels of programme outcomes and programme specific outcomes are also calculated through a specific process.

IQAC ensures that every department of the institution has identified a faculty member as the OBE Coordinator. Training sessions are arranged for all the Heads of the Departments and the Department OBE Coordinators for orientation on setting of Question Papers and the calculation of attainment levels of Course Outcomes, Programme Outcomes and Programme Specific Outcomes. The OBE coordinators, in turn, educate their respective department faculty on the procedure for CO attainment.

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: D. 2 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

PRIST has been making conscious attempts always, and in particular, post the first accreditation awarded in the year 2015, to enhance quality in academics, research, governance, and administrative domains. The post accreditation quality enhancement initiatives include aspects as mentioned below:

The administrative and academic systems of the institution have emphatically been monitored particularly in the teaching - learning process arena.

Quality initiatives in Governance and Administration:

A best practice has been implemented enhancing industry – academia interaction with each faculty member motivated to bring in industry contact from a minimum of two industries.

Post the first cycle accreditation, School of agriculture was inaugurated offering UG Programmes in Agriculture. A modern Board Room is under construction.

PRIST has improved upon e-governance by implementing an ERP system. Institution has registered for National Academic Depository (NAD).

ICT facilities are provided in most of the classrooms. Some of the classrooms are converted into smart board-based e-class rooms with ICT facilities.

Faculty members being encouraged to obtain more funds by way of sponsored research had been identified as an 'opportunity' by the Peer Team which visited the institution in 2015 for the first cycle of accreditation. As a follow up, more funded projects were obtained by the faculty. Faculty were also encouraged towards publishing in peer reviewed / indexed journals. In response to a recommendation made by the Peer Team, entrepreneurship development activities have been taken up with the establishment of an Entrepreneurship Development Cell. A digital mechanism for obtaining stakeholders' feedback has been introduced.

Concerted efforts have been put in place towards implementation of outcome based education in the various programmes offered by the institution. Systematic procedures have been introduced in the process of measurement of attainment of course outcomes.

Criterion 7 - 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 last five years.

Response:

PRIST DU organizes regularly events and programmes on gender equity and sensitization both via curricular and co-curricular activities. The institution has always made consistent efforts to create a women-friendly ambience thus promoting women's education. PRIST's seniormost positions viz. Offices of the Deans – Academic Affairs, Student Affairs, Controller of Examinations, Director – IQAC are occupied by women. In a co-education setup, care is taken not to let the women teachers or students feel left out or confined and restricted on any count. Irrespective of gender, students - both boys and girls - are encouraged to get involved in on/off campus projects, laboratory experiments, participate in industry internships and field visits etc. The Institute organizes ample training programs, seminars, workshops etc. on gender equality and sensitization.

The women empowerment cell of PRIST DU organizes International Women's Day celebrations, regularly. Distinguished ladies from various walks of life, who are guest invitees, address all the girls along with the lady faculty sharing inspiring experiences, motivating the institute's womenfolk. During such events, competitions like Rangoli, Mehendi, Food without fire, Traditional Attire show and dances are organized, providing students an opportunity to showcase their skills and talents and the winners are felicitated with prizes and certificates.

National Girl Child Day is observed every year on January 24 to promote awareness about the rights of girl children and to create awareness on the importance of their education, health, and nutrition.

The NSS wing of PRIST Deemed to be University along with Meenakshi Hospital and Rotary Club of Thanjavur Delta organize general health camp for women, mainly for the benefit of girl students of the institution. Particular emphasis is laid on checking Haemoglobin count, followed by medical counselling on diet and medicines.

During a special event called 'Ilaignar Eluchi Naal Vizha' - an oratorical competition is held for the girl students and the winners are felicitated with prizes and certificates.

NSS Cell of PRIST DU usually joins hands with the District Social Welfare Office and Ministry of Women and Child Development to create awareness among the students about the citizens of the nation having the right to live quality life. Bharatiya Stree Shakti strives for gender equality and women empowerment so that women could live in peace and harmony in Indian society. In one such recent event the District Social Welfare Officer, Field officer and MWCD coordinator addressed the girl students of the institution.

In another event, organized under the auspices of the Social Welfare & Women Rights, District Social Welfare, Govt. of Tamil Nadu, the District Superintendent of Police along with the Joint Secretary, Central Social Welfare Board, Ministry of WCD, Govt. of India, addressed the womenfolk of PRIST. The programme highlighted 'Protecting the Women rights, Prevention of violence against women, Protection

of women, Empowerment of women'.

A campus Discipline Committee actively functions in the institution monitoring the safety and security of the students. PRIST DU practices zero tolerance tolerance in matters concerning eveteasing/ragging.

File Description	Document
Annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

PRIST DU advocates 'zero waste' policy and ensures minimizing environmental impact by adopting and familiarizing among the stakeholders, especially, the campus-users the principle of 'reduce-reuse-recycle'. Office stationery, electronics, laboratory material and furniture, have been, over the years brought under the ambit of 'recycling' process. Hazardous wastes in the campus (which are basically, toxic, ignitable, corrosive, and reactive) are mostly generated from laboratories, and to a minor extent from construction sites (painting, plastering, etc.) and house-keeping (toiletries, etc.). The laboratory wastes (especially chemical labs and workshops) are neutralized and detoxified (Ion-exchange, precipitation, oxidation and reduction) followed by dilution, at the neighbouring canal (periodically monitored before and after discharge) or returned to vendors. The infective and biological wastes generated from the biological laboratories and animal house are being autoclaved and incinerated

(as per the waste-type) and laboratories are periodically fumigated for ensuring safe-working environment. Wastes from canteen and hostel-mess have been in use to yield biogas at the biogas plant, installed in campus, being used for minor cooking. As an extension of social responsibility to deal with ever-increasing generation of solid-wastes, the University has also been associated with carrying out projects in developing and characterizing concretes with fly-ash, fibre-reinforced plastics, and so forth. Besides, many of the campus constructions, the fly-ash bricks have been used, instead of regular concretes (using ordinary Portland cement).

Being an institute involved in research and training in frontier areas of science, humanities, management and technology, the usage of e-resources have been indispensable- starting from mobile and satellite communication, e-learning, and to a whole myriad of computer applications, electronic gadgetries. Hence, the management of e-waste has been an area of priority for the management. As an initial step, the usage of reliable brand of electronic equipment has been a policy for any purchase by management. Students and faculty are discouraged from disposal of e-wastes inside the campus and elsewhere, too. The consumable e-wastes such as used batteries, printer cartridge, CRT's are returned to the vendors. The scrap computer and other electronic/electrical accessories, including batteries are returned back to the suppliers. To create an eco-friendly ethics among students and staff, as a policy, management insists on electronic communication as substitute for circulars, teaching resources provided to students etc.

The wastes are segregated at source and explored for their usage (vermi/composting, with huge accumulation of litters from the greens of the campus; incineration, recycling/reuse). The students are encouraged and rewarded through Green Cell to carry out innovative projects for environmental friendliness of the campus, carry out educational programmes in schools/communities and provide customised consultancies for local inhabitants (on water quality, soil quality, etc.).

Waste water generated from the sanitary facilities is disposed off into a network of specially built drains across the campus which leads to the municipal drain in the vicinity of the campus.The waste water from the RO plant, discharged back into the environment, is effectively utilized to water the lawns, saplings and trees in the campus. Plans are in place to establish a full-fledged sewage treatment-cum-recycling plant.

File Description	Document
Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)

7.1.5 Green campus initiatives include:

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**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)
Certification by the auditing agency	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document

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 500 words).

Response:

PRIST DU endeavours to nurture a responsive, compassionate, fair and inclusive academic community. The Institution having made itself fully aware of the geography, socio demographic, economic and educational background of the people of this region, makes sincere attempts to realize its vision and mission centering on student empowerment and inclusive practices.

The institution celebrates Commemorative days viz. Independence Day, Republic Day Teachers Day, and festivals such as Pongal, Onam etc along with many cultural festivals to ensure establishing harmonial interaction among students and faculty hailing from different cultural backgrounds.

Cells such as 'Student grievance redressal cell', 'Women grievance redressal cell' are equipped with necessary guideline to address promptly any issue which might arise in the light of racial or cultural background of the students and faculty. It is ensured that the codes of ethics for both faculty and students are followed by all irrespective of cultural, regional, linguistic, communal socioeconomic and other similar diversities.

Freshers Day is a regular feature in the academic calendar of the institute enabling interaction of freshers from various regions and also bringing out the talents among freshers hailing from various cultural, regional, linguistic backgrounds.

The NSS wing of the institute conducts special Camps in villages for NSS volunteers. Wherein the students come across various social issues impacting the lives of the people in the community thus helping inculcate social and cultural values among the young students.

Motivational talks by the elite in the society help all-round personality development of the students making them responsible citizens respecting the national values of social and communal harmony and national integration. Sports unifies the world and so it does the campus of PRIST DU. With a strong infrastructure in sports the institute is chosen by the government agencies also for the regular conduct of sports activities in the region for various categories of students ranging from Schools to Colleges to Universities and Sports Bodies of both men and women. Such sports events have greatly helped bring students and faculty hailing from diverse backgrounds on single platform creating an environment for inclusivity.

PRIST DU encourages the conduct of cultural festivals wherein students from different cultural backgrounds and diversity showcase their talents. Different fora provided such as music and arts clubs where groups of students and faculty belonging to different languages and cultures get unified.

Ponnaiyah Ramajayam Institute of Science & Technology enrols students from both the affluent and economically weaker sections of the society, mainly from the rural background. To effectively counter the socioeconomic barriers, the institute facilitates the students to receive suitable scholarships and awards from state and central governments.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

In the present world context, it becomes imperative that youngsters especially, those attending educational institutions are sensitized about their constitutional obligations so that upon graduation they would walk into the world as responsible and dutiful citizens of the country. The institution realizes that the purpose of education is to produce more 'responsible' and 'rounded citizens' imbied with humanism. Emphasizing on the vision of all-round development of students into a worthy citizens, the Institution takes great care not only for the academic scholarship of the students, but also for inculcating moral and ethical values to each student.

Development of positive relationship and fearless, stress-free and congenial environment with right understanding and relationship among administration, faculty, staff and student is envisaged by the management.

To kindle the flame of national spirit amongst students and employees, every year Independence Day and Republic Day are observed in PRIST campus sensitizing the participants on the struggle of freedom fighters and importance of Indian Constitution.

Skits, Dances, Poetry, singing and related events at the annual cultural festival are designed to promote awareness towards rights and duties of citizens.

Through the institution's NSS Unit, 'Awareness programmes for and Clean & Green Campus' are regularly conducted sensitizing the students and employees on their role in contributing to pollution free clean environment, which is a responsibility of every citizen.

The institute offers a course on 'Indian Constitution' whose objectives are: to make the students understand the democratic rule and parliamentary administration; to get them to appreciate the salient features of the Indian Constitution; to bring an awareness among the students about fundamental rights and constitutional remedies; to make them familiar with powers and positions of the Union Executive, Union Parliament and the Supreme Court; to help students appreciate the electoral system of Indian democracy, thereby motivating them exercise the adult franchise of voting.

Observance of National Voters Day, Constitution Day, World against Child labour Day and awareness creation on Domestic violence and Property Rights and on Government Schemes help sensitize both the students and employees of the Institution to their constitutional obligations.

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.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

File Description	Document
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 Document](#)
Code of ethics policy document	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

National Days such as the Independence Day, Republic Day, Gandhi Jayanthi, regularly observed by the institution help studnts commemorate the ideology of nationalism and pay tribute to great National Leaders. The Faculty, Staff and Students of the institution use such platforms to spread the message of unity, peace and harmony. Martyr's Day is observed 31st October every year to salute the Father of the Nation and the other soldiers martyred for the cause of the nation. Voters Day is celebrated on 25th January when the students are given awareness on their duties and rights as a loyal citizens. International Yoga day is observed on 21st of every June. Professional yoga Instructors help organize the yoga camps.

The Armed Forces Flag Day, Hiroshima-Nagasaki day, National Science Day, Constitution Day, World Population Day and International Human Rights Day ae some occasions when individual School and Departments of the University would organize related events/programmes.

Teachers' Day, September 5, in memory of Dr. S. Radha Krishnan, former President of India is celebrated every year. Every October, the students and staff recall the legacy Dr. A.P.J. Abdul Kalam during his birth anniversary.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)

7.2 Best Practices

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

Response:

SSR - Format for the Presentation of Institutional Best Practices

1. **Title of the Practice -1**

The title/s should capture the keywords that describe the practice.

'Societal needs focused research initiatives'

2. **Objectives of the Practice**

A vital aspect of PRIST DU's institutional vision is 'to be recognized for its efforts in promoting research for community service'. One of the missions of PRIST envisaged is to emerge as a centre of academic excellence where high quality research and high-quality teaching are mutually sustaining.

Objectives:

- *Research groups to keep making conscious attempts at identifying the needs of the society in its neighborhood.*
- *Research scholars would be constantly encouraged to select for their investigations 'research problems' which can bring solutions for human needs.*

3. **The Context**

  Faculty researchers had to be sensitized towards encouraging their scholars in carrying out research in topics closely associated with issues in the neighborhood. Such an approach motivated the scholars to carry out real-time surveys of issues that were prevalent among the local populace. Needs assessments were carried out and research priorities were, thus, drawn. Systematic studies carried out often led to innovation as evidenced by the good number of patents filed.

4. **The Practice**

  While most of the research works in Indian academic institutions happen to be theory-oriented and would end on the shelves as mere 'thesis reports', the uniqueness of this best practice at PRIST envisaged real-time implementation of systematically found solutions for problems faced by the community, through research efforts by the PRIST faculty and scholars. Concerted efforts were organized in gauging opinions on various live issues. Closer engagement with the local community where the issues were spotted added credibility to the research surveys of the scholars guided by the faculty Supervisors. The research teams interacting with the community represented by the common men were trained to monitor the issues under study, learn the intricacies, analyze situations, plan and design possible solutions. Overall, the major research issues nucleated around the following domains:

- *Education and Training:*
   1.*Exploration of effectiveness of various teaching learning tools for better understanding*

retentivity among the students (Multimedia/E-Learning, Concept Mapping, Small Focused Group and Usage of Other Web Based Tools)
2. Effect of organizational set-up, parental involvement, training of specific employability skills as part of curriculum

- Healthcare and Agriculture:
  1. Development of polyherbal formulations for various common diseases (Diabetes, Tuberculosis, Parkinson's syndrome, Cancer, Dermatological and gastrointestinal disorders, various wounds and so forth)
  2. Development of formulations for enhancement of germination, growth, disease control and productivity of various crops (Tulsi, Paddy etc.,)
  3. Disease control and yield maximization in fisheries, with special reference to local fishermen community

- Computational analytics:
  1. Development of expert systems using data analytics and IOT for resource management (especially land and agricultural resources)
  2. Development of specific algorithms in dealing with emerging issues such as image compression, text detection and NLP, energy conservation and so forth.

- Resource Management:
  1. Exploring and addressing the issues plaguing commercial and marketing sectors (namely micro-insurance, green procurement, CSR, investment portfolio for SHG, employee attritions, customer relationship, share market investment perceptions, healthcare schemes, HR practices, Optimized usage of demolished waste, Supply chain management and overall organizational performances)
  2. Case studies on perception of the above-mentioned sectors (for selected zones in Tamilnadu, Maharashtra and Kerala)

- Environment:
  1. Development of waste-based construction materials and their performance characterizations (viz. strength, corrosion, durability etc.)
  2. Geospatial modeling of SWM issues (optimized collection points, route optimization, site delineation for landfill and specific waste management strategies)
  3. Management of specific toxic industrial effluents using integrated adsorption and biological degradation
  4. Water quality surveillance, modeling and low-cost indigenous treatment strategies.

5. **Evidence of Success**

When the best practice - 'Societal needs focused research initiatives' - suggestion was made to the faculty members and students, in general, and to the PRIST research groups and the scholars, in particular, it was received in all earnestness. PRIST found the emergence of specific 'research groups' in domains as described below, when the faculty researchers fanned out into the neighboring communities and began investigations.

- Water Quality

- Water Quality monitoring, modeling and providing remedial approach for mass bathing festival at Mahamaham tank (also called Southern Kumbhamela)
- Development of low-cost agro-based treatment of textile wastewater

- *Solid Waste Management*
  - *Optimized collection points, routing and landfill site delineation at Puducherry, Kumbakonam and Perambalur*
  - *Development of landfill leachate treatment strategies using constructed wetland*
- *Assistance to Corporates*
  - *Carrying out focused investigations for exploring the KPI in relation to various divisions (especially, HR and CSR)*
  - *Evaluating the effectiveness of specific developmental policies and diagnosing the non-conformance and bottlenecks in the logistics and implementation across the entire supply chain*
- *Improvisation of the Teaching, Learning approach*
  - *Unveiling (hidden) confounding mediators in emerging pedagogic approaches and recommendation of suitable domain specific interventions*
  - *Development of robust scales and metrices for assessment of various performance dimensions and constructs*
- *Proctoring community healthcare and overall, well being*
  - *Carrying out high-end scientific investigations on remedial effectiveness of polyherbal compounds on both chronic and acute ailments*
  - *Orchestrating close-cycled green strategies in improving the sustainability and yield (both agriculture and animal husbandry)*

6. **Problems Encountered and Resources Required**

Hesitation among the public, especially those in the neighborhood society, in freely sharing with the research scholars, the issues. This required the scholars guided by the faculty supervisors to establish a deeper communication with the locale public encouraging them to come out with their problems for which the researchers can indeed identify solutions.

File Description	Document
Best practices in the Institutional web site	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

True to its name, PRIST, an HEI, located in the delta district of Thanjavur, has chosen to work with focus on education and research specifically in agriculture, water quality and environment domains. Such thrust and priority rendered have come to fruition resulting in many a significant accomplishment as described below:

Since, PRIST is located in the Kaveri Delta, known as the 'rice bowl of Tamil Nadu', its undergraduate Agricultural programme students thoroughly enjoy the locational advantage through active participation in the 'Rural Agricultural Work Experience' (RAWE) programme. The School of Agriculture at PRIST accords top priority in providing opportunities for students to stay in natural village setting and work with farming families, thus, finding avenues for transferring from lab to land the latest agricultural technologies. In line with the mandate of ICAR, real-time study of socio-economic aspects of the farming families is facilitated for the students. The concerted efforts by the School of Agriculture in meticulously organizing RAWE was a great motivation for the students and a case in point is that of an alumna (2021 batch) being chosen for the 'successful woman entrepreneur' award by an Association sponsored by the Indian Council for Agriculture (ICAR). She is now on her way to establish an 'Agriclinic' with financial assistance from the National Bank for Agriculture and Rural development (NABARD).

As part of its contribution to societal development, PRIST has taken efforts to focus 'water quality' making it a thrust area in its research pursuits.

- Faculty researchers along with their team of PG/PhD scholars, focus on surface and ground water modelling using specialized software viz. HEC -HMAS and Modflow Seawat. Exclusive facilities are available in 'water quality surveillance', 'waste water management' and 'ambient air quality/ noise level assessment'.

- ISRO has awarded PRIST a project on 'Subsurface tracking of groundwater discharge along coastal stretches of Andhra Pradesh and Tamil Nadu based on understanding and modelling of coastal aquifer dynamics'.

- PRIST is a 'Participating Investigator' in WATER-IC for SUTRAM of EASY WATER and has established in its campus a Centre for Sustainable Treatment, Reuse and Management for Effluent, Affordable and Synergistic solutions for water.

- The DST has also sponsored the PRIST faculty to work on a project viz. 'Characterization and utilization of selected, de-oiled cake as adsorbents in textile wastewater treatment'.

In line with the institutional vision viz. being recognized for its efforts in promoting research in service to community, one of the PRIST initiatives deals with plastic waste i.e., conversion of low-density polyethylene (LDPE) – a thermoplastic - into diesel. Attempts have been made through selected catalytic pyrolysis to obtain fuel-grade synthetic diesel, whose engine performance and emission characteristics have been found close to conventional diesel. The reactor design has already been patented and the preparation is underway for the possible commercialization of this technology as well as installation of the pilot-scale reactor on the campus itself.

A notable distinctiveness of PRIST is encouraging the research scholars to seek solutions for problems encountered in its neighbourhood. Examples given below are in support of such distinctiveness:

- Mass-bathing in holy sites has been one of the essential components in the cultural fabric of unity in diversity of our country. However, progressive deterioration of broad selfless consciousness of the general populace, quite contrary to the very spirit of the Indian culture, has resulted in serious deterioration of water quality in such sites. Characterization and surveillance of water quality parameters were carried out by PRIST researchers to assist the planners and sanitary engineers to

develop a better and more scientific approach in ensuring congenial water quality for mass-bathing of pilgrims in the holy Mahamaham tank located in the neighbouring town of Kumbakonam.

- To identify the potential niche in the domain of scope of research and development in fisheries, a scientiometric analysis had been carried out as a doctoral project covering all the public issues faced by Indian researchers working on fisheries. Accordingly, the specific exploration had been directed towards hatching, growth, disease control, harvesting, preservation and distribution sub-domains, with special emphasize on improved strategies and research gaps, thereby providing direction of sustenance and enhancement of fishery sectors of the country (both, on regional basis and on national basis).

- Extensive studies had been undertaken by multiple research scholars in effective and efficient management of municipal solid waste (MSW), covering the regions of Union territory of Puducherry and the state of Tamilnadu (Kumbakonam and Perambalur). These studies involve leachate characterizations and modeling (including validations, projections and recommendations), optimization of collection points, selection of suitable landfill sites, decentralised recycling/ treatment units and optimized routing using geospatial modeling.

- The assessment of biological characterization of water has always been an expensive and time consuming, yet crucial requirement for assessment of potability of water. The researchers at PRIST have been extensively exploring the development of sensor-based water analyser kit for assessment of in situ biological characteristics of water. The device, under development, has been granted IPR (Design) protections. Such a device would be of great assistance not only for NABL accredited analytic labs but also for domestic uses, bringing down the analytical time (from 48 to a maximum of 4 hours).

- An innovative approach for meeting potable water requirement, bypassing the standard treatment trains starting from raw water procurement through intake structures onto filtration and disinfection units, is development of atmospheric water generator (AWG). Such a unit would help provide PRIST's neighbourhood - a perennially humid region - the much-needed pure water supply at domestic/organizational sectors.

Faculty researchers at PRIST along with their scholars have made considerable contributions to 'development of materials'. A functional group is established in this domain with the following objectives:

- Fabrication of the functional materials based on polymeric nanomaterials

- Development of energy storage materials from polymeric nanomaterials

- Growing functionalized single and polycrystals

- Synthesis of semiconductor nanostructures for optoelectronic and solar cells applications

- Fabrication of waste plastic derived graphene-based proton exchange membrane for usage in microbial fuel cell

5. CONCLUSION

Additional Information :

An elaborate and exhaustive information has been written in all the Criterions. There is no further Additional Information to be supplied.

Concluding Remarks :

Ponnaiyah Ramajayam Institute of Technology (PRIST), Deemed to be University, has already reached a notable status in the regional academic map. Every effort is being made to get it projected into one among the creamy top - not only in the region, but nationally too - eventually making it stake its claim to join the bandwagon of IoEs (Institution of Eminence).

It is believed that the strategic planning of the management will strengthen, further, PRIST DU's present status, get it established in a robust manner, ensuring soon top slots in accreditation and ranking, paving the way for it to enter the global academic scenario towards the end of the decade.

Once reaccredited successfully, the period following will be an eventful journey for PRIST to achieve nation-wide recognition, eventually finding a respectable slot in international rankings.. A strong culture of research and publication will continue to be nurtured. Benchmarking with existing international institutions of global repute will be taken up. PRIST will grow into an institution with academic, administrative and financial autonomy

Student selection process will ensure intake of meritorious students. PRIST will be in a position to grant financial assistance to meritorious students supporting 'need-blind' admissions. In the near future, PRIST will have spread its wings in the academic arena in such a manner that it will have on its roles a significant proportion of international students. Presence of a decent number of foreign or foreign qualified faculty will also be aimed at.

Research, consultancy and professional practice including IPR related exercises will bring tangible contributions to the society at large. Research collaborations with a reasonable number of global universities figuring in the most reputed global rankings will be attempted.

Efforts will be taken to identify commercial markets that would support the entrepreneurial acumen of students.

PRIST will by now grow into a stature to leverage alumni and alternative funding sources, thereby, effortlessly bridging the resource gap. This will, among other things, help PRIST DU reach a superior staff-student ratio that is expected of an institution aspiring to be ranked internationally.