



**PONNAIYAH RAMAJAYAM INSTITUTE OF SCIENCE  
AND TECHNOLOGY (PRIST)**

**THANJAVUR-TRICHY HIGHWAYS, VALLAM, THANJAVUR DISTRICT  
613403**

**[www.prist.ac.in](http://www.prist.ac.in)**

**ANNUAL QUALITY ASSURANCE REPORT**

**2020-2021**



## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		PRIST DEEMED TO BE UNIVERSITY
• Name of the Head of the institution	Dr.T.V.Christy	
• Designation	Vice Chancellor	
• Does the institution function from its own campus?	Yes	
• Phone no./Alternate phone no.	04362237642	
• Mobile no	9443575192	
• Registered e-mail	vicechancellor@prist.ac.in	
• Alternate e-mail address	registrar@prist.ac.in	
• City/Town	THANJAVUR	
• State/UT	Tamil Nadu	
• Pin Code	613403	
<b>2.Institutional status</b>		
• University	Deemed	
• Type of Institution	Co-education	
• Location	Rural	
• Name of the IQAC Co-ordinator/Director	Dr.C.Rajinikanth	



• Phone no./Alternate phone no	8667240988
• Mobile	9443263559
• IQAC e-mail address	iqac@prist.ac.in
• Alternate Email address	registrarooffice@prist.ac.in
3.Website address (Web link of the AQAR (Previous Academic Year)	<a href="https://www.prist.ac.in/wp-content/uploads/2022/07/AQAR-2019-2020.pdf">https://www.prist.ac.in/wp-content/uploads/2022/07/AQAR-2019-2020.pdf</a>
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.prist.ac.in/iqac/#1620357030875-ba7366aa-c8ad">https://www.prist.ac.in/iqac/#1620357030875-ba7366aa-c8ad</a>

#### 5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.95	2015	16/11/2015	15/11/2020

#### 6.Date of Establishment of IQAC

01/06/2015

#### 7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	NIL	NIL

#### 8.Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC

[View File](#)

#### 9.No. of IQAC meetings held during the year

5

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)

Yes



• (Please upload, minutes of meetings and action taken report)	<a href="#">View File</a>
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No
• If yes, mention the amount	
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
<p>* Online Feedback system is developed by the initiative of IQAC *          IQAC provide Microsoft Team to all departments for conducting online classes. *IQAC encouraged data sharing on a digital repository.          *IQAC Guided all the schools of the university in promoting extension activities.</p>	
<b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year</b>	
Plan of Action	Achievements/Outcomes
Development of online feedback system from the Stakeholders	Online Feedback system was developed for use by various schools.
Online access for admission to be provided to the students.	Online access for admission was provided to the students.
Digital repository for data sharing with IQAC by different departments	All departments digitally share data with IQAC
<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
• Name of the statutory body	
Name	Date of meeting(s)
Board of Management	15/10/2020
<b>14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?</b>	No

**15. Whether institutional data submitted to AISHE**

Year	Date of Submission
20-21	22/03/2022

**Extended Profile****1. Programme**

1.1	81
Number of programmes offered during the year:	
1.2	18
Number of departments offering academic programmes	

**2. Student**

2.1	3686
Number of students during the year	
2.2	1191
Number of outgoing / final year students during the year:	
2.3	3686
Number of students appeared in the University examination during the year	
2.4	10
Number of revaluation applications during the year	

**3. Academic**

3.1	676
Number of courses in all Programmes during the year	
3.2	278
Number of full time teachers during the year	
3.3	278
Number of sanctioned posts during the year	



4. Institution	
4.1	2224
Number of eligible applications received for admissions to all the Programmes during the year	
4.2	150
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
4.3	120
Total number of classrooms and seminar halls	
4.4	922
Total number of computers in the campus for academic purpose	
4.5	261100000
Total expenditure excluding salary during the year (INR in lakhs)	

## Part B

### 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 University

The Institution has the systematic procedure for development, revision and implementation of curriculum of all the departments. The curriculum is designed carefully by addressing the recent technologies and the opportunities existing in regional and global level with all necessary fundamentals.

#### Factors for Curriculum Design:

The Curriculum is designed to ensure that the students have the required domain knowledge, skills and attitude. The factors considered for design of curriculum are: (i) Syllabus of various reputed Indian Universities (ii) Model curriculum prescribed by ICTE, (iii) The Program Specific Outcomes of professional bodies.

#### Implementation of Outcome Based Education (OBE) in the Curriculum:



- The initial phase for ensuring academic quality is the design of the curriculum, in particular, the types of courses, the number of electives, and the curricular structure.

### Process for Curriculum Design:

The initial version of the curriculum is prepared by having the above design criteria, through discussions with stakeholders. The proposed curriculum is then discussed in DAB (Department Advisory Board) and is put forth to BOS (Board of Studies) where the experts from industry, academia, Alumni in addition to senior faculty members. The curriculum is then placed for approval during the Academic Council (AC).

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 1.1.2 - Number of Programmes where syllabus revision was carried out during the year

55

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

#### 1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

676

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.2 - Academic Flexibility



**1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year**

35

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year**

55

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3 - Curriculum Enrichment**

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

In order to integrate the cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics, The Universities has imbibed different types of courses in the curriculum, some enhance professional competencies while others aim to inculcate general competencies like human values, environment sensitivity etc., thereby leading to the holistic development of students.

**Gender Sensitivity**

Gender sensitivity and gender sensitization is accomplished through amalgamation of theory and practice. There are many platforms for hands-on experiences related to gender sensitivity which enable students to interface with real life situations such as field work, community outreach, and gender sensitization activities under Lady Advisory Committee (LAC).

**Human Values and Professional Ethics**



A course of "Human Values" is offered as Subject / open elective to all students to take at least once during the programme of study.

### 3. Environment studies

A course of 3-4 credits is included in all UG programmes. In order to sensitize students about the environment and sustainability issues, a number of activities such as seminars, workshops, guest lectures, industry visits and field excursions were organized for students of all programmes.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

37

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

##### 1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

796

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 1.3.4 - Number of students undertaking field projects / research projects / internships during the year

622

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 1.4 - Feedback System

**1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni**

- All 4 of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**1.4.2 - Feedback processes of the institution may be classified as follows**

- Feedback collected, analysed and action taken and feedback available on website

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### TEACHING-LEARNING AND EVALUATION

#### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Demand Ratio

**2.1.1.1 - Number of seats available during the year**

2016

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)**

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

150



Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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

All students have to attend a compulsory Orientation Programme on admission for the parents and the students at the commencement of new batch every year. The programme would assist parents and students to become familiar with the university, its facilities, curricular and co - curricular activities, rules and regulation. When courses start, the university assesses the students' learning levels in two different methods. Based on their 12th marks and the entry level test that each department conducts, students enrolled in different disciplines are categorized as slow and advanced learners. This assists in identifying slow learners and organizing special coaching or tutorial sessions to bridge the gap between slow learners and advanced learners. With reports based on observation and in-class tests, the mentors of the respective classes provide significant support in classifying the students. Additionally, a variety of continuous assessment tools, such as daily home assignments, class assignments, seminars and group discussions, additional assignments, quizzes, class tests, projects, internships, viva-voce exams, and attendance, allow for accurate evaluation of students' learning levels. Additionally, interactions between teachers and students, reports from class committees, and monitor meetings all help in identifying different learning levels.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link For Additional Information	Nil

### 2.2.2 - Student - Full time teacher ratio during the year



Number of Students	Number of Teachers
3686	278

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 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

Students at PRIST university have a great opportunity to learn the most recent skills, knowledge, attitudes, and values that will help them behave appropriately. The faculty members use a variety of teaching-learning techniques, such as the interactive lecture method, project-based learning, computer-assisted learning, experiential learning, etc. Every department promotes creative initiatives that encourage students' imaginations, give them a place to practise their problem-solving techniques, and promote active learning. The institute hosts an annual technical festival where students can display their knowledge through creative ideas. Students are encouraged to compete at both the national and inter college levels. The institute focuses on student-centric strategies for improving students' capacity for lifelong learning. Faculty members use the student-centered techniques listed below to endeavor to make the learning process more engaging.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

The teachers of PRIST use online education resources, social networking sites, blended learning platforms like Microsoft teams classroom to effectively deliver teaching and provide enhanced learning experience to the students.

The Department of English, have laboratories relevant to their subjects. These laboratories fortify the knowledge acquired in traditional classes. Software available on line is integrated with teacher's explanation and students are encouraged to learn and



practice through interactive activities. All the departments have LCD projectors which are used for screening educational movies, documentaries and for making power point presentations.

You- Tube, E- mails, WhatsApp group, MS TEAMS classrooms are used as platforms to communicate, provide material and syllabus, make announcements, conduct tests, upload assignments, make presentations, address queries, mentor and share information.

The library also provides access to computers and on line journals freely available in public domain and also to journals subscribed on the advice of faculty and facilitates downloads. Anti -plagiarism soft ware is used to check authenticity of thesis submitted by scholars. Photocopying facility is also provided.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.3.3 - Ratio of students to mentor for academic and other related issues during the year

#### 2.3.3.1 - Number of mentors

278

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.4 - Teacher Profile and Quality

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

278

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

203

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.4.3 - Total teaching experience of full time teachers in the same institution during the year

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

278

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

26

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 2.5 - Evaluation Process and Reforms

### 2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

15

#### 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 year

15

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.5.2 - Total number of student complaints/grievances about evaluation against total number



appeared in the examinations during the year

10

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

2.5 Evaluation Process and Reforms 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

The University is striving hard to bring the Examination Reforms by means of improving Examinations procedures, integrating tools of Information Technology (IT) and by incorporating continuous Internal Evaluation Component with higher weightage. The University has a well-established and efficient Examination Management System for maintaining staff and students related records and data online, to extend services to various stake holders of the University at their finger tips. The main function of system is to store entire data on its own local server and also on cloud securely. Also, to render services related to various important phases of curricular and non curricular activities of students life at University.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

B. Only student registration, Hall ticket issue & Result Processing

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>



## 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

The PRIST university has devised and revised all its educational programmes to include graduate attributes so when a student graduates they are equipped with discipline knowledge, critical thinking, problem-solving ability, communication skills, and digital capability.

### Generic Courses

Each programme provides the students to choose from generic courses, which are precisely offered to expand the knowledge circumference of the student and to initiate them into interdisciplinary fields. This ingredient is expected to enhance critical thinking of students.

### Communication Skills

The PRIST university provides all its students the opportunity to learn effective communication skills. This is done first through offering communication skills programmes in their course itself, and secondly by arranging short term communication skill courses. Simultaneously, PRIST also offers proficiency courses and certificate courses to all students. In fact in this way, every graduate of the PRIST university possesses good communication skills in at least two languages, namely French and English.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

Simply preparing, and communicating the learning outcomes (Programme Outcomes and Course Outcomes) is not sufficient unless there is a strong and structured mechanism for evaluating their attainment as it provides a yardstick to measure as to what extent the institution



has succeeded in accomplishing its goals in consonance with its vision and mission. The IQAC has developed an effective and proper mechanism for the attainment of learning outcomes duly approved by the Governing Body. The attainment of learning outcomes is a significant aspect to enhance quality and mend the system to fulfil the need for common good of students, institution and society. Consequently, in 2020-21, the attainment of learning outcomes was given due importance by the university. In order to understand the level of attainment of learning outcomes for various courses, a questionnaire comprising 21 multiple choice questions was devised and uploaded on the institutional website

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.6.3 - Number of students passed during the year

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

1164

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.7 - Student Satisfaction Survey

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

[https://docs.google.com/spreadsheets/d/1pLK7gEj7Vdun9zj-d-c5hJV\\_wrlPHFHz/edit?usp=sharing&ouid=114904008469364820796&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1pLK7gEj7Vdun9zj-d-c5hJV_wrlPHFHz/edit?usp=sharing&ouid=114904008469364820796&rtpof=true&sd=true)

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

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

PRIST has a University Research Board that facilitates and monitors research activities.

The total R&D is organised into six categories:



## I. Academic Research

## II. Sponsored Research

## III. Extension and Extramural Projects

## IV. Centers for Excellence

## V. Consultancy Services

## VI. IPR &amp; IIE

Each research area is monitored by the Dean concerned who reports the progress and prospectus to Director (CRD). The University Research Board is headed by the Vice Chancellor. The University Research Board takes all strategic decisions, corrective actions, preparing, updating policies as per the UGC norms.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)**  
960000

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year**

1

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year**

2



File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.1.5 - Institution has the following facilities to support research** A. Any 4 or more of the above

Central Instrumentation

Centre Animal House/Green House Museum

Media laboratory/Studios Business Lab

Research/Statistical Databases Moot court

Theatre Art Gallery

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year**

1

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## **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 year (INR in Lakhs)**

5.0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)**

34.79



File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

4

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

PRIST deemed to be University has an atmosphere for innovations and other initiatives for transfer of knowledge, where the management encourages both faculty members and students to carry out research projects that give solutions to several industrial and societal problems. The University has started Centre for Innovation, Incubation and Entrepreneurship (CIIE) for encouraging students to fostering the culture of innovations. It also provided student innovative park and maintained 70 best innovative student projects. The CIIE provide advancements in basic and applied areas of Science, Engineering and Technology, Management and Agriculture to become active partner in the economic development process. Scientific exhibitions are organized by departments which provide a platform for the students to showcase their ideas, innovations and working models. The institution is exploring the possibilities of establishing incubation centre to promote startups by providing facility for young incubates.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year



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

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

#### 3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.4 - Research Publications and Awards

#### 3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

A. All of the above

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

**D. Any 1 of the above**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.3 - Number of Patents published/awarded during the year**

**3.4.3.1 - Total number of Patents published/awarded year wise during the year**

28

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.4 - Number of Ph.D's awarded per teacher during the year**

**3.4.4.1 - How many Ph.D's are awarded during the year**

26

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year**

102

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>





## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	PRIST DEEMED TO BE UNIVERSITY
• Name of the Head of the institution	Dr.T.V.Christy
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	04362237642
• Mobile no	9443575192
• Registered e-mail	vicechancellor@prist.ac.in
• Alternate e-mail address	registrar@prist.ac.in
• City/Town	THANJAVUR
• State/UT	Tamil Nadu
• Pin Code	613403
<b>2.Institutional status</b>	
• University	Deemed
• Type of Institution	Co-education
• Location	Rural
• Name of the IQAC Co-ordinator/Director	Dr.C.Rajinikanth

• Phone no./Alternate phone no	8667240988				
• Mobile	9443263559				
• IQAC e-mail address	iqac@prist.ac.in				
• Alternate Email address	registraroffice@prist.ac.in				
3.Website address (Web link of the AQAR (Previous Academic Year)	<a href="https://www.prist.ac.in/wp-content/uploads/2022/07/AOAR-2019-2020.pdf">https://www.prist.ac.in/wp-content/uploads/2022/07/AOAR-2019-2020.pdf</a>				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.prist.ac.in/iqac/#1620357030875-ba7366aa-c8ad">https://www.prist.ac.in/iqac/#1620357030875-ba7366aa-c8ad</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.95	2015	16/11/2015	15/11/2020
6.Date of Establishment of IQAC			01/06/2015		
7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	NIL	NIL	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		
9.No. of IQAC meetings held during the year			5		
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)			Yes		



• (Please upload, minutes of meetings and action taken report)	<a href="#">View File</a>
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	0
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
<p>* Online Feedback system is developed by the initiative of IQAC *</p> <p>IQAC provide Microsoft Team to all departments for conducting online classes. *IQAC encouraged data sharing on a digital repository.</p> <p>*IQAC Guided all the schools of the university in promoting extension activities.</p>	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year	
Plan of Action	Achievements/Outcomes
Development of online feedback system from the Stakeholders	Online Feedback system was developed for use by various schools.
Online access for admission to be provided to the students.	Online access for admission was provided to the students.
Digital repository for data sharing with IQAC by different departments	All departments digitally share data with IQAC
13. Whether the AQAR was placed before statutory body?	Yes
• Name of the statutory body	
Name	Date of meeting(s)
Board of Management	15/10/2020
14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No

**15. Whether institutional data submitted to AISHE**

Year	Date of Submission
20-21	22/03/2022

**16. Multidisciplinary / interdisciplinary**

PRIST offers study programmes at UG/PG/PhD levels in various disciplines viz. Agriculture, Arts & Science, Engineering, Bio-Sciences, Commerce & Management and Education. The choice-based credit system adopted facilitates students, selection of courses as electives from across various disciplines. Newly introduced programmes in disciplines such as Artificial Intelligence in the science and engineering streams and encourage multidisciplinary/interdisciplinary student projects and academic research.

**17. Academic bank of credits (ABC):**

Academic bank of credits (ABC) scheme is adopted by PRIST as per UGC guidelines.

**18. Skill development:**

The curricula of various programmes ensure inclusion of skill enhancement courses necessary for the students' career progression. 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. The BoS and the Academic Council of the university discuss curriculum revision in the light of the guidelines of National Skill Qualification Framework (NSQF).

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

Components of Indian Culture, Ancient History etc. are incorporated into the courses offered, wherever suitable. Use of vernacular is encouraged when preferred by the students. Incorporation of aspects of Indian knowledge system into the curricula is duly considered for deliberation by the appropriate Board of Studies.

**20. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):**



The curriculum of all the Programmes offered by PRIST runs on outcome based education. It has been ensured that every course offered has its COs specified and mapped with the stated programme outcomes, as well. The attainment levels of the PEOs are systematically computed through the feedback mechanism.

**21.Distance education/online education:**

Not applicable

**Extended Profile**
**1.Programme**

1.1	81
Number of programmes offered during the year:	

1.2	18
Number of departments offering academic programmes	

**2.Student**

2.1	3686
Number of students during the year	

2.2	1191
Number of outgoing / final year students during the year:	

2.3	3686
Number of students appeared in the University examination during the year	

2.4	10
Number of revaluation applications during the year	

**3.Academic**

3.1	676
Number of courses in all Programmes during the year	

3.2	278
Number of full time teachers during the year	

3.3	278
Number of sanctioned posts during the year	
<b>4. Institution</b>	
4.1	2224
Number of eligible applications received for admissions to all the Programmes during the year	
4.2	150
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
4.3	120
Total number of classrooms and seminar halls	
4.4	922
Total number of computers in the campus for academic purpose	
4.5	261100000
Total expenditure excluding salary during the year (INR in lakhs)	

## Part B

### 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 University

The Institution has a systematic procedure for development, revision and implementation of curriculum to address challenges posed by the developing technologies.

The factors considered in the design of curriculum include Inputs from the curriculum 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.