



**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  
2021-2022**



## YEARLY STATUS REPORT - 2021-2022

### Part A

#### Data of the Institution

##### 1. Name of the Institution

PONNAIYAH RAMAJAYAM INSTITUTE OF  
SCIENCE AND TECHNOLOGY (PRIST)

• 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

Tamilnadu

• Pin Code

613403

##### 2. Institutional status

• University

Private

• Type of Institution

Co-education

• Location

Rural



• Name of the IQAC Co-ordinator/Director	Dr. Smitha Elsa Peter
• Phone no./Alternate phone no	9894558601
• Mobile	9894590137
• 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/iqac/#1609739854388-24e88002-e03e">https://www.prist.ac.in/iqac/#1609739854388-24e88002-e03e</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/academiccalendar/#1708516082314-1c436502-3e70">https://www.prist.ac.in/academiccalendar/#1708516082314-1c436502-3e70</a>

#### 5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.95	2015	16/01/2015	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

9

• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and

Yes

action taken report)

- (Please upload, minutes of meetings and action taken report)

[View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

- If yes, mention the amount

0

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

Online Feedback system is developed as an initiative of IQAC.

IQAC encouraged data sharing on a digital repository as part of its Green and Clean Campus and Environment Friendly initiatives. IQAC helped the faculty members to upload their course files into an E-Material sharing hub. The data from which could be accessed by students and staff members.

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	An online Feedback system was developed for use by various schools.
A Digital repository for data sharing with IQAC.	An E-material sharing hub was initiated.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name	Date of meeting(s)
Board of Management	15/10/2021

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it

No



to Assess the functioning?

15. Whether institutional data submitted to AISHE

Year	Date of Submission
2021 - 2022	15/02/2023

16. 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. 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 sciencebased topics. Plans are also being introduced to incorporate more vocational subjects and soft skills. 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.

17. 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.

#### 18.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, realtime study of socio-economic aspects of the farming families is facilitated for the students.

#### 19.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. Sincere efforts are being taken by the Institution 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.

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

As a part of the institution's effort in improving the 'outcomebased education (OBE)' model practiced, implementation of 'Learning Outcomes based Curriculum Framework (LOCF)' is ensured in the course curricula development by the individual faculty. Every department of the institution has identified a faculty member as the OBE Coordinator. A Training session is arranged for all the Heads of the Departments and the Department OBE Coordinators to explain in detail about the process of attainment levels of Course Outcomes, Programme Outcomes and Programme Specific Outcomes. The OBE coordinators, in turn, educate their respective department faculty on the process for CO attainment.

### 1.Distance education/online education:

PRIST Deemed to be University is yet to introduce distance education / online education courses.

## Extended Profile

### 1.Programme

1.1	58
Number of programmes offered during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>



1.2	18
Number of departments offering academic programmes	

## 2.Student

2.1	5518
Number of students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	1847
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	5518
Number of students appeared in the University examination during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	25
Number of revaluation applications during the year	

## 3.Academic

3.1	1223
Number of courses in all Programmes during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

3.2	301
Number of full time teachers during the year	



File Description	Documents
Data Template	<a href="#">View File</a>

3.3	301
Number of sanctioned posts during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

#### 4. Institution

4.1	34027
Number of eligible applications received for admissions to all the Programmes during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

4.2	1079
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

3	117
Total number of classrooms and seminar halls	
4.4	1110
Total number of computers in the campus for academic purpose	
4.5	2651.02
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. Course Outcomes for every course are mapped with the Program Outcomes of the relevant accrediting Body 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 PEO, PO and which, in turn, relate to the Vision and Mission of the University and the Department offering the study programmes. The draft curriculum prepared after discussions with all the stakeholders is discussed in 'Department Academic Committee' and presented to the Board of Studies before being placed for the approval of the Academic Council. The students for whom 'industry internships' are facilitated are also guided to register for MOOCS/NPTEL courses.

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

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

5

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

1223



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

343

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

58

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

## 1.3 - Curriculum Enrichment

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

Efforts are taken for holistic development of students, by integrating into appropriate courses, the cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics. Gender sensitization is accomplished by enabling students encounter real life situations viz. field work, community outreach and similar gender sensitization activities under Lady Advisory Committee which was constituted and has been functioning since 2008. A single credit course on human values is offered as an open elective across Programmes. Avenues are available for students to working along with NGOs organizing blood donation and health checkup camps, hygiene and health workshops, environment awareness camps, river cleanliness drive, workshops on social



issues, public health, gender issues etc. Enrolment in NSS as volunteers is open for all the students who get opportunities to organize street plays, awareness campaigns and debates. A course on Environment studies is offered for all UG students who are also encouraged to participate in seminars, workshops, guest lectures, industry visits and field excursions. Events during Environment Day, Earth Day, Water Day are common features sensitizing students on environment and sustainability issues.

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

21

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

5380

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

4462

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

1635

File Description	Documents
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
5518	301

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 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 endeavour 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, and 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 software 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

186

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

301

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

196

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

1511

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

5

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 DAYS

#### 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 DAYS

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

25

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

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 fingertips. 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

A. 100% automation of entire division & implementation of Examination Management System (EMS)

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

PRIST 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



PRIST 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 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 2021-22, 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

1787



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://pristuniv-my.sharepoint.com/:b:/g/personal/igac\\_prist\\_ac\\_in/EUNEkvdPUNJBo173NLgmXVUB6xxVFBOhWaP4vWlaFVsJ0A?e=UH3h7D](https://pristuniv-my.sharepoint.com/:b:/g/personal/igac_prist_ac_in/EUNEkvdPUNJBo173NLgmXVUB6xxVFBOhWaP4vWlaFVsJ0A?e=UH3h7D)

## 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

The primary objectives of Research and Development Cell (RDC) include reorientation of research in pursuance of national/local need, collaborative support onto industrial professionals, capacity building among the researchers, ideations and incubational support and orientation for students and staff. With a view to achieve 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 and seed money for carrying out basic research and encourages getting externally funded projects through provision of financial assistance and incentives. 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.