PONNAIYAH RAMAJAYAM INSTITUTE OF SCIENCE AND TECHNOLOGY (PRIST)

THANJAVUR-TRICHY HIGHWAYS, VALLAM, THANJAVUR DISTRICT 613403

www.prist.ac.in

ANNUAL QUALITY ASSURANCE REPORT

2022-2023

YEARLY STATUS REPORT - 2022-2023

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

  Deemed

- Type of Institution

  Co-education

- Location

  Rural

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- 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   `registraroffice@prist.ac.in`

3.Website address (Web link of the AQAR (Previous Academic Year)

<u>https://www.prist.ac.in/iqac/#160
9739854388-24e88002-e03e</u>

4.Whether Academic Calendar prepared during the year?

`Yes`

- if yes, whether it is uploaded in the Institutional website Web link:

<u>https://www.prist.ac.in/academicc
alendar/#1609739854388-24e88002-e
03e</u>

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	0	0

8.Whether composition of IQAC as per latest NAAC guidelines   `Yes`

- Upload latest notification of formation of IQAC   <u>View File</u>

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   View File
  action taken report)

10.Whether IQAC received funding from any   No
of the funding agency to support its activities
during the year?

- If yes, mention the amount

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

Development of a digital system for feedback from all the
stakeholders.

Implementation of a data sharing practice on a digital repository as
part of its 'Green and Clean Campus and Environment Friendly'
initiatives.

Faculty members guided to upload course files onto an E-Material
sharing hub - data from which could be accessed by both the students
and Faculty.

Introduced a mentoring system in which the faculty mentors assigned
will remain in touch with the student-mentees right from the
admission stage till graduation. The same faculty mentors will
continue to build relationship with the alumni, too, later. With
such consistent efforts, the institution can establish a robust
alumni network.

Organizing periodical faculty induction and refresher programmes.

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
OBE - Development of an elaborate methodology for calculation of attainment of course outcome (COs).	A full-fledged system was developed for attainment of OBE.
An online ERP system was introduced.	An online system was introduced to assist the faculty in uploading their course materials, students' attendance tracking, recording of marks for the 'continuous internal assessment'.
Updating of online feedback system from for all the Stakeholders	The existing online feedback system was updated incorporating additional modules as suggested by various Schools.
A Digital repository for data sharing with IQAC.	Data sharing/retrieval became less cumbersome and more efficient.
An E-material sharing hub was initiated.	Students can access more information and study material shared by faculty.

13.Whether the AQAR was placed before statutory body?   Yes

- Name of the statutory body

Name	Date of meeting(s)
Board of Management	12/05/2023

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

Part A

Data of the Institution

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• Name of the Head of the institution	Dr. T. V. CHRISTY
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• Mobile no	9443575192
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• Alternate e-mail address	registrar@prist.ac.in
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15.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	31/01/2023

16.Multidisciplinary / interdisciplinary

Interdisciplinary and multidisciplinary programmes are offered to meet emerging needs in the recruitment domain. Great care is taken to ensure that the academic programmes offered by the Ponnaiyah Ramajayam Institute of Science & Technology (PRIST), Deemed to be University address the needs of 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 external experts which include 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 focused 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, emphasis is laid on research and innovation by setting up startup incubation centres, technology development centres with industry involvement and academic linkages that would help bring in interdisciplinary research. The institute reiterates to its faculty and student-fraternity that multidisciplinary education approach will greatly help develop intellectual, emotional, and moral capacities in an integrated manner. Suitable augmentations are continuously introduced in the 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 on the anvil 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 (PRIST), Deemed to be University for the Academic Bank of Credits (ABC) has been approved. Students are being made aware of the facility and also guided to download and use DigiLocker app., creating 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 followed by approval of the institution's Academic Council. The faculty also

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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 the curriculum, the Boards of Studies and the University's Academic Council are alerted to consider the requirements of the recruiting organizations 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 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.

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

Ponnaiyah Ramajayam Institute of Science & Technology (PRIST) offers apart from Arts, Science, Humanities and Engineering specializations, study programmes in Tamil also. Sincere efforts are being taken by the Institution in promoting the 'Tamil' - one of the oldest Indian languages. NEP 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," In accordance with these guidelines and as a measure of encouraging 'Tamil' authors and publishing houses, the department of Tamil, PRIST has a good number of publications as authorized course materials for various study programmes for reference by faculty and students.. The 'cultural 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 firsthand 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 '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. Every department of the institution has identified a faculty member as the OBE Coordinator. Periodical training sessions are arranged for all the Heads of the Departments and the Department OBE Coordinators to educate them on the OBE model and the related processes such as measurement of attainment levels of Course Outcomes, Programme Outcomes and Programme Specific Outcomes etc. for onward dissemination of procedures to the rest of the faculty members.

21.Distance education/online education:

Ponnaiyah Ramajayam Institute of Science & Technology (PRIST), Deemed to be University is yet to introduce distance education / online education courses.

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	48

File Description	Documents
Data Template	View File

1.2	19

Number of departments offering academic programmes	

2.Student

2.1	5539
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	1801
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.3	5539
Number of students appeared in the University examination during the year	

File Description	Documents
Data Template	View File

2.4	9
Number of revaluation applications during the year	

3.Academic

3.1	1234
Number of courses in all Programmes during the year	

File Description	Documents
Data Template	View File

3.2	301
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.3	301
Number of sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	29172
Number of eligible applications received for admissions to all the Programmes during the year	

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

4.3	117
Total number of classrooms and seminar halls	

4.4	1385
Total number of computers in the campus for academic purpose	

4.5	2709.91
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

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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. Ponnaiyah Ramajayam Institute of Science & Technology (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	View File

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

31

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

1234

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

587

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

48

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

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

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

asvolunteers is open for all the students who get opportunities to organize street plays, awareness campaigns anddebates 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	View File

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

87

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

4065

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

4663

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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	View File

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	View File

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	View File
Upload relevant supporting document	View File

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

1661

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the studentsand 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	View File
Link For Additional Information	Nil

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
5539	301

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process