SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

PONNAIYAH RAMAJAYAM INSTITUTE OF SCIENCE AND TECHNOLOGY (PRIST)

THANJAVUR-TRICHY HIGHWAYS, VALLAM, THANJAVUR DISTRICT
613403
www.prist.ac.in

SSR SUBMITTED DATE: 09-10-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

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

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

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

PRIST Deemed to be University graded 'B' in the year 2015 by NAAC, presently offers 25 UG and 22 PG programmes along with Ph.D. programmes in allied disciplines.

Vision

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

Mission

- To dedicate to the communication, expansion and integration of knowledge through excellent undergraduate education as its primary priority and complementary excellent post graduate academic programmes.

- To offer quality professional education opportunities which are accessible, flexible and borderless.

- To have a distinct academic approach that emphasizes professional education fosters high achievement and promotes original inquiry, innovation and collaboration.

- To make the Institution Campus as a Centre of Academic Excellence where high quality research and high quality teaching are mutually sustaining.

- To develop graduates who may be positioned to meet the challenges of a rapidly changing world.

- To create fulfilling experiences for all students based on commitment of skilled and caring teaching faculty.

- To aspire to contribute to our nation's economic growth, social development and sustainability.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Freedom in curriculum revamping. Syllabi periodically upgraded to match with regional, national and global needs.

- Inclusion of value-added courses and skill development programmes to benefit the students.

- Robust infrastructure in terms of laboratories and modern ICT facilities.

- Automated examination system enabling swift results publication. Digital platform for stakeholders' feedback supporting curriculum update, provision of facilities benefitting students/faculty and course correction in the overall functioning.

- Sound continuous internal assessment methodology. A well-stocked library including a digital section with access to national repositories.

- A well-structured student-mentoring system.

- Adequate infrastructure for research. An established research and development cell functioning for over a decade. A separate four storied building with exclusive facilities for research.

- Research collaborations with institutions of repute resulted in significant joint collaborating papers and projects.

- Consultancy Service Cell, University Scientists Forum, In-house Research Journal are in place.

- Sponsored research from nationally renowned organisations.

- Scholars are encouraged to take up for academic research innovative topics benefitting the neighbourhood society.

- Ample of extension activities, outreach/sensitization programs for the benefit of the society.

- Prompt decision making and implementation with proper feedback from the stakeholders.

- Value-added programmes for advanced learners and remedial coaching classes and bridge courses for needy students.

- Peer-tutoring is provided through advanced learners.

- Student cabinet has been formed to address the day-to-day issues.

- Sufficient number of curricular, co-curricular and extra-curricular activities enabling student career progression.

- Innovative in-house student-projects are supported and awarded.

- Automation of student-attendance and assessment.

- University Task Force constituted aiming at achieving excellence.

- Faculty/Administrators team monitoring implementation of UGC Quality Mandate.

Institutional Weakness

- Only minimal number of recruiters are willing to go over to a rural based institution such as PRIST DU for talent identification. As a result, even highly talented students among the graduates happen to miss placement opportunities in reputed organizations.

- With the students' fee being the only source of income, the University finds it challenging to implement mega development-oriented projects in its campus.

- A large chunk of the income is invested for research and developmental activities – including infrastructure and faculty, which has been a strain on the University budget.

- Enrolment of international students and students from other states have kept dwindling over the past years.

- Student-admissions in the post graduate programs - a general trend elsewhere, too -has taken a hit causing great hardship for the Institution.

Institutional Opportunity

- An elaborate digital feedback mechanism helps in attaining feedback from various stakeholders in curriculum design and revamping.

- Having enrolled previously a notable number of foreign students, the University can look forward to revitalizing international student-admissions.

- Most of the existing lab facilities / infrastructure available are platforms to provide state-of-the-art consultancy services with proper augmentation.

- With the faculty being specially guided on project writing and proposal submission, opportunities exist for bringing in more sponsored research projects.

- A large number of awareness programs regularly conducted benefitting the society in the neighbourhood are funded by the University. Larger sections of the society can be reached with supporting funding from Government agencies.

- University Scientist forum and Journal Club activities coordinated by the Research and Development Cell of the University have enabled knowledge-sharing. Such efforts have potentials to enrich academic research in the University.

- Innovative practices in establishing Industry connect by the faculty and identifying societal needs for academic research will prove to be great contributors to the University's growth.

Institutional Challenge

- Located in an over-crowded academic setting (multiple number of Deemed Universities and affiliated Arts, Science and Education based institutions are situated in the close neighbourhood of the University), that too, in a rural region, student-enrolment has been a daunting task. Attracting students internationally and from other Indian states requires strategic planning apart from establishing premium quality infrastructure in the campus.

- Lackadaisical attitude on the part of the industry in making available student-internship opportunities has been a highly demotivating factor. An innovative best practice mandating each faculty member to have industry connect with a minimum of two industries is helping the University tackle this challenge.

- Most students enrolling at the University look for a decent-paying jobs right after graduation. A reasonably good number aim at continuing post graduate education. Some join the University just for the sake of earning a degree, while a few claim mere 'personality development' and learning entrepreneurial traits to be the goals for enrolling at the University. Hence, designing a curriculum to cater to the needs of all has been a challenge for the University.

- Recruiters from Tier I organisations and Multi-National Companies have been hesitant in visiting the campus for student-recruitment.

- Improving students' interpersonal skills, social responsibilities, leadership qualities, creative thinking abilities, organizational skills, problem solving skills, etc. is given priority while designing the curriculum. In the process, much care is taken to not to overload curriculum content, but conduct ample events and programs involving the entire student community. Execution of plans concerning such a strategy has been a challenge for the faculty and the administration as well.

- Establishing academic research facilities has been a costly exercise. The University tends to depend on sponsorships from research agencies for setting up premium laboratory facilities for research. However, the Management comes forward to invest in academic research related infrastructure, the income by way of fee paid by research scholars is meagre, though.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution has a systematic procedure for development, revision and implementation of curriculum to address challenges posed by the trending technologies. A complete curriculum package is arrived at systematically beginning from needs assessment and by going through stages of discussion for content development followed by review and approval of the apex academic body viz. the Academic Council of the University. The factors considered in the design of curriculum include Inputs from the curricula of renowned Universities, AICTE's Model curriculum, Outcomes of study Programmes as desired by Associations/Bodies in various professional fields, Inputs from industry professionals and alumni and Syllabi prescribed by various national and state level competitive exams like GATE, IES, etc. Great care is taken in obtaining feedback on curricula from academic peers and industry stakeholders.

Course Outcomes for every course are mapped with the Program Outcomes of relevant accrediting Body especially,in case of Engineering and Technology programmes and the Program Specific Outcomes of the program. Specific to every program, 3-5 PEOs are defined that are measured through the performance of the alumni after graduation. PRIST Deemed to be University follows up the attainment of PEOs / POs which, in turn, relate to the Vision and Mission of the University and the Department offering the study programmes.

The draft curriculum prepared after feedback from and discussions with all the stakeholders is discussed extensively in 'Department Academic Committee (DAC)' and presented to the Board of Studies of the respective department before being placed for approval of the Academic Council. DAC, the base unit responsible for stakeholders' feedback collection and analysis carefully looks into the demands of the industry/market, the developing trends in technology and faculty feedback in its periodical meetings at the department level. The institute has an online feedback mechanism in place. This apart, faculty are also encouraged to request and receive from academic peers, employers and industry-stakeholders, feedback on curriculum of specific courses. The students for whom 'industry internships' are facilitated are also guided to register for MOOCS/NPTEL courses. As the institute has implemented outcome-based education model, faculty have been trained in outcome-based assessments and processes for evaluation.

Teaching-learning and Evaluation

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

Evaluation

PRIST ensures transparency and smooth management of examination system through augmented examination procedures with extensive use of IT tools. The University has a well-established and efficient Examination Management System for maintaining staff and students related records and online data extending services to various stakeholders of the University.

Consistent efforts are taken for automation of results publication and revaluation procedures. This helps swift publication of results. Course registration, examination time-table view/download etc. are online enabled. Faculty members set question papers while the CoE has access to randomized questions from the question bank. Attainment of course outcome is computed from the marks scored by the students in both the continuous assessment and end-semester examinations.

Sincere attempts are made to ensure quality in evaluation with an aim to bring down the number of student - grievances. Pandemic related disruptions were ably handled by PRIST's examination management system to the satisfaction of all stakeholders.

Generally, answer script evaluation is centrally carried out, scrutiny done ahead of approval from the Results Passing Board. However, as per UGC guidelines, online methodologies were followed for the entire examination process during the pandemic period cutting across the AY 2020-21.

Research, Innovations and Extension

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

PRIST had long back established a Research and Development Centre (RDC). Research at the Schools monitored by Deans concerned is coordinated by Director, RDC, who is in-charge of overall University research. The University Research Board, chaired by the Vice-Chancellor initiates the overall research strategy, brings in necessary course corrections, updating policies as per the UGC guidelines.

Incubation

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

Consultancy

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

orientation programmes and workshops etc., for enhancing awareness as well as support thereof.

Extension

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

Infrastructure and Learning Resources

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

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

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

Photography club, Dance club, music club are some avenues that help students exhibit and sharpen their talents. Students who participate in extra-curricular activities bringing laurels for university are duly recognized and appreciated with trophies and monetary rewards.

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

The University Library in 1500 sqm area, having wi-fi access, containing 96,392 volumes, managed through 'Auto Lib', can accommodate about 200 readers at a time.

National/international Journals – print and online, apart from databases (IEEE, DelNet, Knimbus) are available. The library follows the Dewey decimal classification and OPAC can help users find library resources from any location using internet access.

Student Support and Progression

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

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

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

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

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

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

Governance, Leadership and Management

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

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

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

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

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

The University goes about implementing a Institutional Developmental Plan for development. With a clear organizational structure, a sound decision making process is in place.

Institutional Values and Best Practices

PRIST takes conscious initiatives in ensuring in its campus an inclusive environment signifying tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities. Students and employees of the institution are sensitized on their constitutional obligations, values, rights, duties and responsibilities as citizens of the nation. Measures are initiated by the Institution for the promotion of gender equity and regular programmes are organized for women empowerment. Barrier free environment consisting of ramps and lifts enabling easy access to the class room complex, Library and other learning facilities are in place providing the differently-enabled all needed comforts. PRIST being an institution dedicated to high ethical standards, students and staff are regularly sensitized about their individual and collective commitment to upholding such standards that will stand them in good stead both for the present and the future. Located in a natural setting, there is plenty of green cover in the campus which is preserved and enriched over the years of the institution's existence.

Best Practices

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

of industries into the ambit of 'industry collaboration' as each faculty member is encouraged to connect with minimum two industries/organizations in their respective domain.

2. PROFILE

2.1 BASIC INFORMATION

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

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	T. V. CHRISTY	04362-266960	9443575192	-	vicechancellor@prist.ac.in
Registrar	M. ABDUL GHANI KHAN	04362-265021	9894590137	-	registrar@prist.ac.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

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

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

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

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	THANJAVUR- TRICHY HIGH WAYS, VALLAM, THANJAVUR DISTRICT	Rural	95.56	64561.48	Forty Eight		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

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

SRA program	Document
BCI	106679_15281_8_1714982996.pdf
AICTE	106679_15281_1_1714991230.pdf
AICTE	106679_15281_1_1714991230.pdf
NCTE	106679_15281_4_1714991254.pdf
NCTE	106679_15281_4_1714991254.pdf
AICTE	106679_15281_1_1714991230.pdf
AICTE	106679_15281_1_1714991230.pdf
AICTE	106679_15281_1_1714991230.pdf
AICTE	106679_15281_1_1714991230.pdf
AICTE	106679_15281_1_1714991230.pdf
NCTE	106679_15281_4_1714991254.pdf

Details Of Teaching & Non-Teaching Staff Of University

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	36				67				198			
Recruited	23	13	0	36	40	27	0	67	98	100	0	198
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				88
Recruited	68	20	0	88
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				76
Recruited	54	22	0	76
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	23	13	0	38	24	0	43	30	0	171
M.Phil.	0	0	0	0	0	0	22	30	0	52
PG	0	0	0	2	3	0	33	40	0	78
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

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

Part Time Teachers

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	24	1	0	25

Chairs Instituted by the University

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

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	3316	0	0	0	3316
	Female	1135	0	0	0	1135
	Others	0	0	0	0	0
PG	Male	923	0	0	0	923
	Female	308	0	0	0	308
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	6	0	0	0	6
	Female	13	0	0	0	13
	Others	0	0	0	0	0
Diploma	Male	210	0	0	0	210
	Female	142	0	0	0	142
	Others	0	0	0	0	0
Certificate / Awareness	Male	155	0	0	0	155
	Female	123	0	0	0	123
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes	
Total Number of Integrated Programme		1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	6	0	0	0	6
Female	4	0	0	0	4
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

Accreditation Details

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

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

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Interdisciplinary and multidisciplinary programmes are offered to meet emerging needs of the economy. Academic programmes offered by the Ponnaiyah Ramajayam Institute of Science & Technology (PRIST) Deemed to be University are made relevant to the needs of the industry, economy and society. Moreover, the curriculum for various academic programmes are designed by taking into

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

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

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

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

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

	setting of Question Papers and the calculation of attainment levels of Course Outcomes, Programme Outcomes and Programme Specific Outcomes. The OBE coordinators, in turn, educate their respective department faculty on the procedure for CO attainment.
6. Distance education/online education:	Ponnaiyah Ramajayam Institute of Science & Technology (PRIST) has taken initiatives to undergo the 2nd cycle of Accreditation process, and the Institution is having the confidence to secure A++ grade. With that A++ grade in the 2nd cycle of Accreditation, the Institution will introduce academic programmes through distance education and online education with due approval of University Grants Commission (UGC).

Institutional Initiatives for Electoral Literacy

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

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	un-enrolled. However, they are in the process of receiving their Voter IDs during the various Voter Enrollment Campaigns organised by the Government.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5539	5518	5258	4512	3416
File Description		Document		
Institutional Data in prescribed format		[View Document](#)		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1801	1846	1621	1082	798
File Description		Document		
Institutional data in prescribed format		[View Document](#)		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
301	297	297	297	297
File Description		Document		
Institutional data in prescribed format		[View Document](#)		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 340

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

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2006.22	1801.97	2025.53	2887	1641.14

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

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

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

- developing intellectual skills, multi-linguistic skills, scholastic abilities and positive attitudes
- inculcating moral and social values
- focusing on community-oriented programmes for knowledge acquisition and upgradation of skilled human competencies
- integrating technology into the teaching-learning process
- providing opportunities for acquiring soft skills in-order to enhance the employment opportunities
- imbibing scientific temper and specific skills among students to involve in research activities

The university has a policy requiring all currently offered programs to have their curricula revised at least once every three years. However, the curriculum will be updated as needed in response to shifts in the needs of the sector, the regional, national, and international communities, as well as modifications in legal requirements. The Department Academic Committee reviews input from stakeholders regarding the curriculum and prepares a summary of that input to be given to the Board of Studies for necessary action.

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

- Stakeholders' feedback on curriculum
- New demands from industry

- Current trends in job market
- Adhering to the guidelines and standards of Regulatory Bodies
- Provision for experiential learning
- Provision for value-based education
- Inter-disciplinary approach to the curriculum
- Imparting in-depth knowledge in the core field
- Covering Emerging Areas in the disciplines concerned

The overarching goals of academic programs are to foster comprehensive education via the Learning Outcome Based Curriculum Framework (LOCF), which focuses on the comprehensive development of students by aligning academics with the national development agenda. Graduate Attributes, Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are clearly defined for all academic programs. The achievement levels of Course Outcomes and Programme Outcomes are evaluated at regular intervals.

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

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Through emphasizing employability, entrepreneurship, and practical skills, different Schools of the institution equip students for success in the workforce or as entrepreneurs. Towards achieving this, course syllabi are updated frequently to take into account best practices and the needs of the modern industry. Co-curricular activities and opportunities for experiential learning help students further develop their abilities. Apart from covering cutting-edge topics like artificial intelligence (AI), data analytics, blockchain, and innovation, the curriculum places a strong emphasis on the development of fundamental abilities like communication, problem-solving, critical thinking, and teamwork. Robust links to the community and industry help students transfer into their chosen careers with ease. The institution's ultimate goal is to generate graduates who are well-rounded and capable of succeeding in their chosen fields.

Based on the faculty's research and consultancy expertise, the curriculum is expertly designed and delivered to equip graduates with industry-relevant skills. The institution is dedicated to offering a curriculum that is:

- *Relevant:* Reflecting current industry trends and needs
- *Up-to-date:* Incorporating the latest developments and innovations

- *Focused on employability:* Preparing students for successful careers
- *Focused on entrepreneurship:* Empowering students to become innovative entrepreneurs
- *Focused on skill development:* Enhancing students' practical skills and competencies

By prioritizing employability, entrepreneurship, and skill development, the institution ensures students receive a comprehensive education. This commitment is demonstrated through:

- Regular syllabus revisions to maintain industry relevance
- Co-curricular activities and experiential learning opportunities for holistic development
- Strong industry and community connections for seamless transition and networking

Students are empowered to succeed in their chosen professions by the institution's varied selection of courses, which are designed to encourage both academic achievement and practical expertise. Modern courses in developing fields are included in the curriculum to encourage creativity and entrepreneurship. Students can participate in a range of extracurricular activities and chances for practical learning outside of the classroom that are intended to increase their employability and spirit of entrepreneurship.

Such experiences include, but not limited to:

- Immersive internships
- Expert-led workshops and seminars
- Insights from guest lectures
- Behind-the-scenes industry visits

By combining theoretical foundations with real-world applications, the institution sets students up for success in their future careers.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 43.11

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 532

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without**

repeat count) during the last five years :

Response: 1234

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Ponnaiyah Ramajayam Institute of Science & Technology (PRIST) Deemed to be University has integrated cross-cutting issues related to Gender, Environment and Sustainability, Human Values, and Professional Ethics into the curricula of its academic programs. This integration aims to support the holistic development of students, ensuring they are well-versed in these critical areas and prepared for responsible and ethical professional practices.

Courses such as *Women Writing in English*, *Modern Criticism*, and *Cultural Studies* are designed to enhance students' awareness and sensitivity to gender issues. Through these courses, students are expected to develop a critical perspective on gender dynamics and acquire the skills necessary to professionally address issues related to gender violence and interactions with individuals of the opposite sex.

The Institute's Centre for Women's Empowerment provides a certificate course titled 'Women Empowerment,' designed to benefit female students.

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

A regular gender audit is conducted on campus, and its key findings are submitted to the institution's authorities to facilitate the implementation of remedial measures aimed at maintaining gender balance.

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

The integration of environmental science into the undergraduate curriculum is designed to develop responsible citizens well-versed in ecosystem dynamics. The course educates students about the preservation of natural resources, biodiversity conservation, the impacts of pollution, and the development of mitigation strategies. It encourages students to become proactive environmental stewards who make knowledgeable decisions and contribute to the worldwide endeavor to safeguard vital resources, thus fostering ecological equilibrium and a sustainable future.

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

The institution regularly conducts Energy/Environmental Audit; the outcome of which help strategize energy efficiency and carbon neutrality efforts.

With courses like *Value Education*, *Indian Constitution*, *Professional Ethics*, *Principles of Management*, and *Total Quality Management*, the institution aims to inculcate human values and professional ethics in its students. This all-encompassing approach to education places a strong emphasis on relational and emotional competencies that are vital to society's general well-being. Students' human values are also developed through events like blood drives, coaching camps in remote areas, leadership development courses, and the commemoration of International Yoga Day.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 337

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 48

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 48

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Feedback analysis report submitted to appropriate committee/bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis and its report to appropriate committee/bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.96

2.1.1.1 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2016	2016	2016	2056	2236

2.1.1.2 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
1867	1881	1830	1892	1935

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Admission extract signed by the competent authority (only fresh admissions to be considered)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 100

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1077	1076	1076	1097	1194

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1077	1076	1076	1097	1194

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

At the beginning of new academic session the institution organizes a fifteen days Student Induction

Programme (SIP) at the institution level. The SIP focuses on creating awareness to the new students about various centralized activities and facilities. During the Student Induction Programme, the students are encouraged to form cohorts and get engaged in group activities. Faculty Mentors are identified and student-groups attached to them. The Mentors, in turn, interact with students to assesses their respective mentees' capabilities skill sets. Having made the Entry Level Assessment during the Student Induction Programme in respect of all first year students admitted in various academic programmes offered by the institution, their subject knowledge in the qualifying examinations and their communication, comprehension and listening skills are assessed and recorded in specified formats. This is done by the Programme co-ordinator in coordination with Deans of various Schools. Based on the data gathered the students are categorized as Slow Learners and Advanced Learners. Challenges of slow learners are identified and the School Deans appropriately organize remedial measures. Based on the academic background and abilities of the fresh entrants course pre-requisites, bridge courses and semester preparatory courses are planned and offered by the departments.

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

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 18.4

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Faculty at PRIST have been trained to make liberal use of student centric methodologies in teaching. They employ widely participative learning techniques such as pausing for reflection, large group discussion, informal groups, group evaluation, brainstorming, case studies, hands-on sessions, role playing, jigsaw technique (inter-group discussion of individuals with the same topic followed by sharing back with home group) and site-visits for experiential learning. Course Teachers use hands-on technology like the students employing simulation software for designing a simple device or working on a statistical package for analysis. Peer review is encouraged where students' assignments graded by their classmates. Wherever applicable, experiential learning methodology is incorporated into the curriculum. For instance, the institution being located in the Kaveri Delta, known as the 'rice bowl of Tamil Nadu', its undergraduate Agricultural programme students thoroughly enjoy the locational advantage through active participation in the 'Rural Agricultural Work Experience' (RAWE) programme. The School of Agriculture, as a part of curriculum, provides opportunities for students to stay in natural village setting and work with farming families, thus, learning experientially the agricultural activities

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

Faculty of PRIST are provided with required information communication technology tools along with internet connectivity, enabling the faculty gain access to a variety of web resources for preparation of course content and delivery of the same to the students. Information and communication technology

enabled class rooms and SMART class rooms are available in the departments. PRIST subscribes for MS Teams (a Microsoft Office 365 product) which was advantageously used by the faculty in delivering the courses seamlessly in the absence of physical classes. Faculty were able to bring in subject experts worldwide on the various webinars organized. The teachers and students are encouraged to participate in webinars floated by institutions of repute across the globe. A good number of teachers have undergone ARPIT programmes and a sizeable number of students have participated in SWAYAM/NPTEL courses by making use of the ICT facilities available in the departments. Faculty members have developed e-content for various courses for the institutional LMS. Two of our faculty members have acted as resource contributors for e- pg pathshala programme of MHRD. The institution has been recognized as Remote Centre-IIT Bombay for organizing online programmes for the benefit of teachers and students of our institution as well as those in the surrounding.

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

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

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

PRIST welcomes students from diversified backgrounds across the country and the world. This diversity necessitates ongoing mentoring to offer academic, social, personal, and career attention. To address these needs, PRIST has established a Mentor-Mentee system where groups of students (mentees) are paired with faculty mentors. The system is known as Student Follow-up System (SFS) and the mentors being named as Student Follow-up System In-charges (SFS In-charges). For every student, a booklet is allotted named as "Student Follow-up System Card" (SFS Card) to record his/her academic performance. PRIST mentors (SFS In-charges) fulfill their roles by:

- Entering the academic performance of the students in the SFS cards

- Entering the attendance details of students in the SFS cards

- Recording the parents' visit in the SFS cards

- Acting as trusted counselors and akin to surrogate parents, managing both academic and non-academic problems

- Providing continuous and constructive feedback to support students' growth and development.

- Listening actively and offering unbiased support to mentees.

At regular intervals, mentors report to the Department Head and communicate with parents about attendance, grades, and other academic and non-academic performance on individual basis. The mentoring sessions, conducted regularly across all schools, focus on Interaction, Guidance, Education and Encouragement.

The effectiveness of the Mentor-Mentee system relies on openness and is designed to ensure lasting interactions between faculty and students, supporting the UGC's vision of lifelong learning. PRIST emphasizes the effectiveness of this system through careful planning and continuous evaluation. Mentors assist mentees in adapting to technological advancements and evolving academic and professional requirements.

Providing engaging platforms for mentees to interact with their mentors fosters self-confidence and empowerment, helping them realize their potential as future leaders and team members. PRIST mentors create a supportive environment where students are encouraged to recognize their strengths and address their weaknesses without judgment. The ongoing connection between many alumni and their mentors exemplifies the enduring mentor-mentee relationship, demonstrating a traditional teacher- student bond. Alumni continue to share their challenges and successes with their mentors.

The major Outcomes of Mentor-Mentee schemes are :

- To enable the students to explore themselves.

- To improve the self-esteem of the students.

- To facilitate for the holistic development of the students.

In addition to the above, PRIST organises special programmes frequently for the students to address their psychological issues with resource persons from various government and non-governmental organisations.

File Description	Document
Upload any additional information	[View Document](View%20Document)
List of Active mentors	[View Document](View%20Document)
Provide Link for Additional Information	[View Document](View%20Document)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 100

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
301	297	297	297	297

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 71.76

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 244

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 15.27

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 4595

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 11.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	11	11	7

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	24	0	0	12

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5539	5518	5258	4512	3416

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	[View Document](#)
The report on the present status of automation of examination division including screenshots of various modules of the software.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	[View Document](#)
Copies of the purchase order and bills/AMC of the software.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The Board of Studies (BoS) in each department, receiving inputs from the Department Academic Committee (DAC), oversees designing, revamping and developing the curricula of all the Programmes offered by the Department. The DAC ensures the receipt of feedback on curricula from all the stakeholders and an analysis followed by discussion of the faculty team. DAC supplies the necessary input for the agenda of the department's BoS meeting.

Members of the various Boards of Studies comprising of experts from academia - both internal and external and industry contribute towards articulating Graduate Attributes (GAs), Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of every programme offered by the department. The Course Outcomes which are in line with the Blooms Taxonomy Levels are mapped with the Programme Outcomes. The course outcomes apart from reflecting the required skills and abilities that the students are expected to nurture, also inculcate professionalism, an understanding for ethical conduct, and respect for cultural diversity and differences. The program outcomes aligned with the guidelines of accrediting and regulatory bodies such as AICTE, NCTE, ICAR, UGC etc., cater to the global standards as well Recruiters' expectations.

The course outcomes, spanning across the entire syllabus, contain the required skills and competencies. They reflect the abilities students are expected to display acquiring the course knowledge. Both internal continuous assessment and external examination assessment patterns are designed to enable computing the measurement of attainment of course outcomes. The continuous internal assessment includes two tests, a pre-semester examination and assignments giving the students a thorough understanding of the subject concepts ahead of the end semester examination. Such academic rigour has served to help a large percentage of the students attain successfully the course and programme outcomes.

Through a well-structured mechanism the POs/COs of various study programmes offered by PRIST DU are disseminated to the students and faculty community. Programme Handbook is prepared with Institution/Department Vision, Mission, Curriculum structure, COs, Course Content, Text books and References, Lecture outlines, Evaluation pattern etc. The expected COs along with assessment and evaluation pattern are also explained to the students. Copies of the syllabus are made available to the students through Learning Management System (LMS). Printed copies are made accessible to the students, faculty and other stakeholders, too, in the Schools for ready reference. They are available on the Institutional website, also. Workshops for the faculty members are conducted to offer training in developing the GAs, PEOs, POs, PSOs and COs. The overall attainment of COs, POs and PSOs shall be calculated by combining both the direct (assessments) and indirect (survey) methods.

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

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 96.22

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

Response: 1733

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the Controller of Examinations indicating the pass	[View Document](#)
Annual report of COE highlighting the pass percentage of students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The research activities at the institution are orchestrated by the Research and Development Cell (RDC) led by the Director, and it consists of six sub-committees to support R&D activities, viz.,1. Administration, 2. Finance and Infrastructure Committee, 3. Research Program and Policy Development Committee, 4. Collaboration and Community Committee, 5. Product Development, Monitoring and Commercialization Committee, 6. IPR, Legal and Ethical Matters Committee.

The primary objectives of RDC include reorientation of research in pursuance of national/local needs, collaborative support for industrial professionals, capacity building among the researchers, ideations and incubational support and orientation for students and staff. To achieve the objectives outlined above, the research promotion policy has been constituted, and its execution is monitored by the University Research Board and presided over by the Vice-Chancellor.

The primary domains of research promotion policies can be categorized into four divisions:

I. Academic Research;

II. Sponsored Research;

III. Centres for Excellence; and

IV. Incentives for Research Activities

About the promotion of scholarly research, the University encourages all eligible faculties to join PhD programs and postgraduate scholars to publish in peer-reviewed journals, apart from providing suitable technical, infrastructural and financial support in enhancing academic research outputs. To enhance sponsored research, the University supports in-house projects and seed money for carrying out fundamental research and encourages getting externally funded projects through financial assistance and incentives. Besides, based on research performance, the institute recognizes specific research divisions as excellence centres and supports special research grants in frontier technologies. Various incentive policies formulated from time to time to support the fronts mentioned above include -but are not limited to - recognitions, financial incentives, support in travel expenses and sanction of duty leave.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 70.8

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
70	30	25	124	105

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

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

Response: 37.65

3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years

Response: 128

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 84.8

3.1.4.1 **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Response: 145

3.1.4.2 **Number of PhD Scholars enrolled during last five years**

Response: 171

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E copies of fellowship award letters (mandatory)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 2501

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 2.37

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years**

Response: 805

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
E-copies of the grant award letters for research projects sponsored by government agencies.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

To create an ecosystem of innovation, incubation and creation/transfer of knowledge, the institution has developed an integrated and interdisciplinary centre, namely the Centre for Innovation, Incubation and Entrepreneurship (CIIE) consisting of three distinct yet interrelated cells: Incubation cell (IC), IPR Cell (IPRC) and Entrepreneurship development cell (EDC), as outlined below. Incubation cell envisions prospective incubates having access to technological assistance, which will be generated through mentors with multidisciplinary expertise, provide a platform for a budding entrepreneur to start a business venture with minimum risks and encourage young enthusiasts with creative pursuits with an inherent zeal to be entrepreneurs to take advantage of this novel initiative. On the other hand, the Intellectual Property Rights Cell (IPRC) is committed to encouraging, protecting, managing and commercialising Intellectual Property, such as patents, copyrights, trademarks, etc., generated through the University. Faculty and students of PRIST actively participate in the IPR filing process in different disciplines, thereby stimulating a dynamic, vibrant and balanced intellectual property rights (IPR) system to foster creativity. Innovation promotes entrepreneurship and enhances socio-economic and cultural development. Entrepreneurial Development Cell (EDC) utilizes the strength of IC and IPRC with a dedicated vision of being a well-recognized centre of excellence for entrepreneurship development to create successful entrepreneurs to foster entrepreneurial thinking and promote and facilitate business knowledge helping develop aspiring entrepreneurs into motivated, ethical and dynamic business leaders.

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

1. The institution creates an innovation culture by organizing various programs, such as ideation programs and collecting innovations from academic, extension, extramural, and outreach research.

2. Every major invention achieved through research shall be innovated and incubated in the incubation centre, which will be augmented from time to time.

3. Students shall be allowed to select an incubated product and use the same to be developed on a large scale through separately established start-ups. All the training required for the students to become entrepreneurs shall be imparted**.**

4. The institution shall incorporate an incubation centre that has all the facilities for incubating innovations.

5.The institution shall provide the support required for filing patents and completing the groundwork required to get the patents registered and licensed. The institution shall also provide the required support to the faculty for filing IPRs and copyrights when the faculty proves that such a filing is necessary to protect the value of the research done.

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

3.3.2

Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years

Response: 87

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
e- Copies of award letters issued by the awarding agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

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

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 through sofware**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Total number of Patents awarded during the last five years

Response: 30

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
e-copies of letter of patent grant	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 5.19

3.4.3.1 **How many Ph.D s were awarded during last 5 years**

Response: 161

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

Response: 31

File Description	Document
PhD Award letters to PhD students.	[View Document](#)
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.4

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 3.67

3.4.4.1 **Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 1247

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 14.68

3.4.5.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 4990

File Description	Document
List of chapter/book with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.6

E-content is developed by teachers :

    1.For e-PG-Pathshala
    2.For CEC (Under Graduate)
    3.For SWAYAM

4.For other MOOCs platform
5.Any other Government initiative
6.For institutional LMS

Response: A. Any 5 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Give links to upload document of e-content developed showing the authorship/contribution	[View Document](#)
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 0

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

3.4.8

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

Response: 0

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 235.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
49.07	45.85	15.15	87.01	38.13

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	[View Document](#)
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
CA certified copy of statement of accounts as attested by head of the institution.	[View Document](#)
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

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

1. Broad socio-developmental activities in the neighbouring communities addressing the societal, economic, cultural, and environmental issues with the assistance of NSS, Green Cell and RDC, apart from specific outreach programmes executed by the school of agriculture to assist the farmer community (to be exact, Agri clinic)

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

Based on the objectives mentioned above, various extension activities have been undertaken to cater to the needs of the local community and neighbouring academic and industrial communities. Some of the various extension activities (as well as associated strategies) undertaken have been outlined below.

1.Eminent and enterprising professionals from the industry are invited to collaborate with the institution's faculty on joint resource projects.

2. The institution's faculty is encouraged to select society-specific problems, research, and provide feasible solutions. Such research topics could include issues related to chronic diseases, women's and children's welfare, protection, health care, etc.

3. The institution organises educational programmes, including a science expo relevant to a community or society outside the PRIST organisation.

4. The institution organizes celebrations on days of national and international importance to create sensitization/awareness of the importance of associated causes in pursuit of UGC recommendations (namely, International Yoga Day, World Environment Day, International Women's Day, etc)

5. Training and awareness programmes of specific policies formulated by the national government (NEP, Make-in-India, Atmanirbhar Bharat, Swachh Bharat etc.)

6. The faculty and students periodically visit neighbouring villages to investigate the problems, find solutions, and implement them using their technological expertise.

7. Students are encouraged to participate in the extension and outreach programmes organised by the institution.

8. The institution conducts outreach programmes related to ageing, life course development that lead to national integration, intervention programmes that ~~lead to~~ enable a reduction in social isolation of the people and elderly people, improving the quality of care provided by nurses in nursing homes, and engaging older persons in environmental volunteering. Outreach programmes in the field of chronic pain,

child-related abuse, neglect, preventive interventions, transactional research, stress and coping etc.,

9. The institution conducts programmes aimed at developing trade skills.

10. The PRIST faculty can serve as resource persons in events such as workshops and conferences conducted by other institutions / organizations.

11. PRIST encourages its senior faculty to train industry personnel.

12. The institution's faculty are permitted to work in other educational institutions as part of the faculty exchange programme.

In addition, the institute maintains an active Institution Innovation Council (IIC), an institutional body constituted and registered in the Ministry of Education, Govt. of India, to foster systematically, the culture of innovation. Under the aegis of IIC, various extension programmes are conducted regularly (both IIC-driven and self-driven activities recommended by MoE).

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

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 113

3.6.2.1 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
31	34	10	20	18

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.7 Collaboration

3.7.1

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

Response: 51

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

Ponnaiyah Ramajayam Institute of Science & Technology (PRIST) is known for its world class infrastructure and other facilities for teaching and learning. The campus is spread over an area of 95.56 acres of land with built-up area of 64561.48 sqm with state -of the art dedicated buildings for every department and for administrative offices that caters to their academic, administrative and supporting needs as prescribed by statutory bodies viz. UGC,AICTE,NCTE etc.

The institution is having 109 class rooms, 70 ICT facility enabled class rooms and 5 seminar halls to cater the needs of 19 academic departments.

Classrooms: (PRIST) has enough well-furnished, well ventilated, spacious classrooms equipped with LCD projectors for conducting theory/lab classes. Technology Enabled learning facility: PRIST has Wi-Fi enabled ICT classrooms with provisions for multimedia learning.

Seminar Halls: PRIST has multiple seminar halls wherein guest lectures, seminars, conferences and symposia are periodically conducted. Faculty encourage students to actively participate in paper presentations, group discussions, recruitment training and activity-based learning. Tutorial rooms: Exclusive tutorial rooms are available in the University campus for conducting tutorials, doubt clarification and special remedial classes for slow learners.

Laboratories: All laboratories established as per AICTE/UGC norms are well equipped with state-of-art equipment and facilities. Apart from conducting practical classes as per the requirements of the curriculum, these labs are also utilized for technology learning & training as a part of 'teaching contents beyond the syllabi'. Labs have sufficient licensed software and open-source tools to cater to the requirements of curriculum & industry enabled teaching at all levels including academic research.

Wi-Fi: The entire campus is Wi-Fi enabled with learning resources safely accessible to the students and staff.

PRIST has on its campus elaborate facilities - both indoor and outdoor – for conducting sports, games and cultural activities.They include Throw ball, Kho-Kho, Football, Volley Ball, Basket Ball & Tennis Courts apart from a well-equipped modern gymnasium and a 400 mts athletic tracks. Professionally equipped indoor facilities exist for students interested in Badminton, Table Tennis, Carrom and Chess.

The institution is also having an open air auditorium with a capacity to accommodate 2000 people is available for conducting Cultural activities.

The Physical Education Department of PRIST motivates student participation in intra and interUniversity events. The university's sports facilities are often sought after by the District/State level Sports Bodies for hosting various sport events. Awareness programmes on fitness and mental well-being are a regular feature in the University calendar. Yoga practice and similar programmes are conducted with the help of professionally trained coaches. With equal emphasis laid on student-participation in extra-curricular activities, students are provided with infrastructural facilities for hosting mega celebrations during the Annual Day, Cultural Festival events. During such events students who participate in extracurricular activities bringing laurels for university are duly recognized and appreciated with trophies and monetary rewards. Various group/solo events serve to bring out the talents possessed by the students. Photography club, Dance club, music club are some avenues that help students exhibit and sharpen their talents.

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

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 42.94

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
826.12	801.23	965.17	1200	656.63

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Ponnaiyah Ramajayam Institute of Science & Technology (PRIST) Library occupies a unique position within the University spectrum. Its collection is increased in all fields and the University subscribes to National and International journals in print for topics as requested by the faculty/students. The library is automated through the integrated library management software viz. 'Auto Lib'. The library emphasizes the supply of information through electronic resources. It is situated in an area of about 1500 square meter and it can accommodate about 100 readers at a time. The whole building is Wi-Fi compatible; the readers can bring the laptops and download information from the Internet and the subscribed database. In all, 63 user terminals are provided for dedicated readers. The library follows the OPAC that can help users find library resources from any location using Internet access.

The layout of the library is as follows:

GROUND FLOOR:

- CIRCULATION SECTION
- PUBLISHERS CATALOGUE DISPLAY STAND
- DIRECTOR CABIN
- DIGITAL LIBRARY
- NPTEL WORK STATION
- REFERENCE SECTION
- NEW ARRIVALS DISPLAY SECTION
- REPROGRAPHIC SECTION
- STACK AREA
- RESEARCH CUBICLE
- READING SECTION – I
- READING SECTION – II
- PERIODICAL SECTION

- BACK VOLUMES SECTION
- LIFT (PRovided for Physically Challenged user)
- THESIS SECTION

FIRST FLOOR:

- ARTS & SCIENCE COLLECTION
- REFERENCE SECTION
- TEXT BOOKS SECTION

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

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 6.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
126.95	114.32	124.07	174.11	106.56

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Institution's Commitment to IT Excellence

PRIST Deemed University is dedicated to providing a cutting-edge learning environment that fosters innovation, collaboration, and academic excellence. To achieve this, we frequently update our IT facilities and ensure sufficient bandwidth for a seamless internet connection.

State-of-the-Art IT Infrastructure

Our institution boasts a robust IT infrastructure that includes: totally 1670 computers, out of which 1385 is designated for academic purpose and remaining for other usages.

- High-performance servers and data storage systems

- Advanced network security measures to protect user data

- Latest software applications and tools to support academic programs

- Smart classrooms and digital learning spaces

Reliable Internet Connectivity

We understand the importance of a fast and reliable internet connection in today's digital age. That's why we provide:

- Sufficient bandwidth (1 GBPS) to support online learning and research.

- Wi-Fi access throughout the campus

- Redundant internet connections to ensure minimal downtime

Regular Upgrades and Maintenance

To ensure our IT facilities remain up-to-date and running smoothly, we:

- Conduct regular hardware and software upgrades

- Perform routine maintenance and troubleshooting

Enhancing the Learning Experience

By investing in our IT infrastructure, we aim to:

- Enhance the overall learning experience for our students

- Support faculty research and innovation

- Foster a collaborative and connected community

At PRIST Deemed University, we are committed to providing a world-class learning environment that prepares our students for success in the digital age.

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

4.3.2

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

Response: 4

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 1385

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	[View Document](#)
Purchased Bills/Copies	[View Document](#)

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. **Audio visual center, mixing equipment, editing facilities and Media Studio**
2. **Lecture Capturing System(LCS)**
3. **Central Instrumentation Centre**
4. **Animal House**
5. **Museum**

6. Business Lab
7. Research/statistical database
8. Moot court
9. Theatre
10. Art Gallery
11. Any other facility to support research

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	[View Document](#)
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 47.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
967.4	810.17	815.56	1475.07	821.39

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The institution implements various policies, procedures, and practices to manage its operations. These policies are designed for daily interactions and offer guidance to members across numerous academic domains.The Institution has a thorough policy in place for routine infrastructure maintenance. As a result, the management sets aside enough money to maintain the actual academic and support buildings. The maintenance and repair of the campus infrastructure is assigned to a large number of human resources.

A team comprising maintenance supervisors and assistants, including electricians and plumbers, is responsible for the upkeep and maintenance of infrastructure facilities. The institute periodically maintains the infrastructure facilities.

Annual maintenance contracts for Pest Control Service / Fire Extinguisher system Maintenance/ UPS / Water Tank cleaning are signed with the respective agencies for preventive and corrective maintenance.

Laboratory maintenance includes regular equipment inspections, timely maintenance, safety protocols, inventory management, and user guidelines for students and staff. Laboratories are staffed with technically qualified personnel to assist with operations and ensure adherence to safety standards. Sports complexes are managed through scheduled maintenance, upkeep of equipment, and facility booking systems. Proper utilization is ensured by trained staff, established usage policies, and routine checks to maintain cleanliness, functionality, and safety, fostering an environment conducive to learning and physical well-being.

Well-structured systems exist for maintaining and utilizing library facilities, ensuring smooth operations. This includes cataloging resources, routine maintenance of books and digital tools, and providing study spaces. Libraries often have dedicated staff to manage book lending, handle repairs, and update

collections. Utilization is controlled through user registrations, borrowing policies, and digital access systems, ensuring that students and faculty can efficiently access and use available resources.

The institute's security is managed by an external agency. The campus's greenery is maintained by gardeners employed by the institution.

Maintenance of Computing Equipment Facilities: The institute employs dedicated staff to oversee the maintenance and upkeep of the institution's computing equipment facilities.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 80.99

5.1.1.1 *Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
4403	4422	3950	3564	3295

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority	[View Document](#)
Upload Sanction letter of scholarship and free ships (in English).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

PRIST has implemented a unique practice called SWEART (Strengths, Weaknesses, Eligibility, Availability, Resources and Threats) Analysis to provide ongoing career counseling to its students throughout their academic journey. Introduced in 2008, SWEART Analysis is a customized adaptation of the widely recognized SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis used in organizational settings. This approach encourages students to identify their strengths and acknowledges areas that require improvement, fostering personal growth and development. By addressing their

weaknesses, students are empowered to overcome obstacles and focus on their success.

SWEART Analysis also helps students determine their eligibility for various career opportunities and assess the availability of resources that can support their goals. This process enables effective planning and resource allocation, equipping students with the necessary tools to achieve their career aspirations. In the end, SWEART Analysis gives students the tools they need to become more self-aware, make wise choices, and lay out a clear plan for a prosperous future. The SWEART process starts with psychological and personal assessments, along with reasoning tests, for all first-year students. These evaluations help faculty members pinpoint crucial aspects of student well-being, such as anxiety levels, behavioral adjustments, academic performance, emotional state, and social challenges. Additionally, individual communication skills and overall performance are assessed. Each student is paired with a faculty counselor who provides regular guidance and monitors their progress. Together, they complete the Student Follow-up System (SFS), which includes details about the student's academic history, course preferences, and family background. The SFS also tracks the student's interpersonal and intrapersonal skills, as well as their academic abilities.

After analyzing the student's Strengths, Weaknesses, Eligibility, Availability, and Resources, and Threats the counselor helps the student set clear career goals. Based on the SFS information, counselors identify suitable career paths and offer guidance on elective courses and the acquisition of specific skill sets needed for successful placements, higher education, or entrepreneurship. This information is regularly reviewed and updated each semester to ensure ongoing student development.

Students also have access to e-counseling services provided by qualified trainers, while those with psychological concerns receive support from in-house psychology specialists. Additionally, orientation sessions are offered to help students acclimate to the Institution environment.

2. Guidance for Competitive Examinations

Since the 2008-2009 academic year, PRIST's Training and Placement Cell has played a vital role in supporting students who aspire to excel in competitive exams. primary mission is to provide comprehensive training and coaching, equipping students with the essential knowledge and skills needed for various national-level competitive examinations.

At PRIST students receive on-campus coaching tailored to their specific competitive exam goals. Through dedicated programs, workshops, and mentorship initiatives ,Training and Placement empowers students with the knowledge, skills, and confidence to pursue and achieve success in their chosen competitive fields.

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

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)
4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	[View Document](#)
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	[View Document](#)
Report with photographs on Language & communication skills enhancement programs	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 83.13

5.2.1.1 *Number of outgoing students placed year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
1248	1293	1134	750	556

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 53.35

5.2.2.1 **Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
287	340	261	156	112

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.3

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 12.9

5.2.3.1 *Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)*

Response: 922

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 544

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	60	28	203	162

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The institution is having a student cabinet which functions under the directions of the Chairman. It is the responsibility of the Student Cabinet to uphold academic standards, aim at excellence in all their activities and their programmes, in keeping with the objectives and vision of the Institution. Executive Student members periodically meet highlights various student-related issues and take –up those issues to the concerned university authorities to take appropriate action. The Student Cabinet of the institution comprises of seven important areas such as Academic Assessment, Association Activities & Amenities, Social Welfare, Environment& Cleanliness, Sports and Cultural programmes, Grievances, Infrastructure, and Training & Placement.

Students are the main stakeholders in the University administration system, their participation in university governance is the key factor in making the functioning and decision making more transparent. Students' representation on academic and administrative bodies/committees of the institution is detailed below:

1. Board of Studies

Every department/ school has a BoS which has, among others, maximum of two student members. This BoS is responsible for forming the curriculum / syllabus and the associated revisions / amendments. BoS also formulates the Program Educational Objectives (PEOs). Students actively contribute in the BoS meetings.

2. IQAC Students Chapter

The institution has established IQAC-Students Chapter thereby the students are involved in quality enhancement process in the institution. Student members of this body have been entrusted with the task of collecting feedback from students.

3. Student Ambassador (Quality)

The institution has established Student Ambassador for Quality to assist the University Administration for enhancing Students Admission, to contribute vital department information to the Institutional Website / News Letter, to contribute to

Institution Promotional Materials such as Information Brochure/Website Profiles/Media Articles etc.

4. Student Grievance Redressal Cell

The student representatives of the Student Grievance Redressal Cell participate in the meetings of the committee and suggest measures for speedy redressal of student grievances.

5. Anti Ragging Committee

The student representatives of the Anti Ragging Committee participate in the meetings of the committee and suggest measures for making the campus to be ragging free.

Besides this, there are several other Committees/Cells such as Placement Advisory Committee, Library Advisory Committee, Cultural, Sports and Games Committee, Class Committee, Department Academic Committee, Extension Activities Coordination Committee, Student Welfare Committee, Differently-abled Student Welfare Committee, Disadvantaged Community Student Welfare Committee, Women Welfare Committee, Canteen and Cafeteria Committee, Transport Advisory Committee etc. which have student representation for their effective functioning for the welfare of students.

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

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 101.4

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
40.048	45	11.375	2.1205	2.854

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The University is having a registered Alumni Association. The mission of the Alumni Association is

· To connect the existing alumnus with the institution and bridge the gap of communication between alumnus and students

· To mentor and channelize the efforts of the students seeking better opportunities to learn and grow

· To help and support alumnus develop and spread a philanthropic and entrepreneurial mindset among students

· To work with the institution and suggest new technologies and improvements that shall benchmark industrial expectations

· To associate with the institution management in planning and execution of alumni events

The executive committee of the Alumni Association making arrangements for regular conducts of Alumni meetings. Renowned alumni of the institution have spread all over the world in most coveted positions. Such alumni contributed huge amount every year for the institutional development. Several Alumni of our institution are now prominent persons whose services are utilized by the institution for addressing and motivating the current students. Most prominent

Alumni of our institution function as brand ambassadors for the institution who propagate the special features of the institution and help to build a brand image of the institution among the public.

Alumni of the institution frequently meeting the present students every now and then in all departments and thereby are becoming instrumental in generating the opportunity platforms for the existing students to display their talents as well as potential towards career benefit.

Incidentally many of our Alumni are in senior position in academic institutions as well as in industries. They are performing roles such as Entrepreneurs, Scientists, Managers etc.

The following are some of the significant platforms where Alumni's are engaged:

· As the member of Department Board of Studies

· To deliver invited talks

· As speakers and sponsors for workshops and conferences

· To support student placement

· To participate as an active member of IQAC

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Our Institution Vision is to be internationally recognized Institution for its excellence of academic programmes, for its high quality teaching across a broad range of disciplines, for its efforts in promoting world class research and for its community service in making quality and flexible higher education to reach wider community. Our Mission is to dedicate to the communication, expansion and integration of knowledge through excellent undergraduate education as its primary priority and complementary excellent post graduate academic programmes.

Ponnaiyah Ramajayam Institute of Science and Technology governance aligns autonomy and oversight, segregates academia and administration, promotes transparency and accountability, leverages external advisory, and implements e-governance. PRIST institutional bodies, particularly the Executive Council (formerly BOM) chaired by the Vice-Chancellor highlights their participative management approach and decentralized governance structure. The Academic Council (AC) focuses on curriculum enrichment and NEP-2020 implementation, while Finance Committee (FC) and Planning and Monitoring Board (P&MB) oversee financial and infrastructural affairs. The IQAC Advisory Committee monitors progress, suggests initiatives, and ensures continuous improvement in rankings, ratings, and accreditations. These institutional bodies comprise with external members, students, and other stakeholders. Each proposal undergoes various stages before final decision by the EC. Program and curriculum proposals are initiated by department BoS, reviewed by the AC, while administrative proposals by different Department Development Committees are forwarded to the P&MB and the FC through respective Deans. Quality related issues are presented to the IQAC Advisory committee through Dean-Quality. Proposals are presented to the EC for deliberation and approval, ensuring comprehensive decision-making processes.

Leadership at PRIST is facilitated through decentralized hierarchy and delegation of powers as outlined ininstsitutions organogram. Central-level committees play crucial role in providing recommendations, making decisions, and monitoring progress, while reports from department-level committees serve as valuable inputs. This structured approach ensures that all functionaries are assigned well-defined roles, responsibilities, and necessary powers to enhance performance efficiency.

PRIST strategically aligns its vision, mission, and plan with NEP-2020, reflecting commitment to sustainable growth. NEP-2020 implementation focuses on holistic student development, emphasizing conceptual teaching, creativity, communication, and soft skills. Continuous assessment, co-curricular activities, internships, and research opportunities are encouraged, with exposure to latest developments through workshops and seminars. OBE and Active Learning Methods are aligned with course outcomes,supported by initiatives such as academic flexibilities, credit transfer, double degree programs, bridge courses, open electives, and inter-disciplinary projects, all in line with NEP-2020.

Institution's sustained growth is evident in NAAC accreditation, NIRF Participation, R world Institutional Rankings (OBE), and other national recognitions (ISO).These accolades testify to Institution's effective strategic planning and governance.

Perspective planning at PRIST incorporates inputs from various sources such as government policies, stakeholder feedback, audit reports, rankings, community interactions, and meetings. Strategic targets are collaboratively developed by Deans with departments and centres, actively involving faculty and students when necessary. Consolidated Institutional Development Plan is meticulously reviewed by authorities/Bodies concerned before presenting to the EC for final approval.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

PRIST's Perspective Plan is designed to transform education by aligning with international standards and national accreditation guidelines, including those of NEP. This dynamic plan involves ongoing evaluation and adjustment of strategies to ensure continual improvement and alignment with the best practices.

The initial strategy focuses on meeting the requirements of national accrediting agencies and NEP guidelines. This approach is intended to enhance PRIST standing, aiming for top rankings and recognition on the global academic stage by the end of the decade.

Central to the Perspective Plan is sustained academic development. To address the need for new study programs, PRIST has introduced and upgraded courses in line with the National Skills Qualifications Framework. Faculty engagement with industry has been encouraged through structured strategies, leading to increased collaboration with various organizations.

Key areas of focus include financial planning, budgeting, and the adoption of best practices. Faculty and leadership teams are actively involved in these processes. Research, consultancy, and intellectual property rights (IPR) are prioritized to foster tangible contributions. Future goals include establishing research collaborations with top global universities and exploring commercial markets to support student entrepreneurship.

The Executive Council, as the institution's primary decision-making body, oversees major decisions. The Academic Council, which includes recommendations from various Boards of Studies, manages academic aspects such as new program introductions and curriculum updates.

Academic Functioning:

- Each School is led by a Dean, responsible for overall academic leadership and policy decisions for their programs.
- The Director of Research ensures the quality of research and oversees funded projects.
- The Dean of Academics manages university-wide policies and aspects of UG/PG programs.
- Deans and Heads of Departments handle day-to-day administrative and academic operations within their Schools.

Administrative Functioning:

- Infrastructure development and maintenance are managed for each campus.
- Recruitment and management of non-teaching staff are overseen.
- Fiscal planning and budgeting are conducted.
- Student and faculty welfare, including food services, sports, extracurricular activities, placements, and convocation, are organized.

In addition to statutory bodies and functional units, PRIST has established well-defined policies for routine governance. Key policies include the Training and Placement Policy, Research Policy, Consultancy Policy, IT Policy, Grievance Redressal Mechanism, and Policy on Fund Mobilization and Utilization. Grievances are addressed promptly through dedicated Grievance Redressal Cells, particularly those related to student results, registration, scholarships, and hostel matters.

Faculty recruitment involves a process of public announcements, written tests, and interviews conducted by a Selection Panel, adhering to established norms. Regular promotions follow a time-phased approach, and HR policies outline service rules, procedures, and promotion criteria.

File Description	Document
Upload any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**

4.Examinations

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Response:

PRIST has a comprehensive and multi-faceted performance appraisal system which considers all aspects and dimensions of performance in academics, research, administration and extension. Essentially this performance appraisal captures the performance for the Academic Year (AY).

The steps are as follows:

- Self-appraisal by the faculty and non-teaching staff
- Review and comments by the immediate superior (HoD)
- Policy formulation for rewarding performance Head of the School
- Performance-linked outcomes and rewards by HR department

The Student feedback is also taken into consideration during the review process. The institute lends financial support to the faculty to present/publish research work in reputed conferences and journals.

Institute also recognizes the research initiatives of the faculty by giving appreciation letters. The appraisal system is transparent and accessible to the employees to help them improve their targets for the next academic year.

The Welfare measures for teaching and non-teaching Staff include:

Holistic Wellbeing

Health: Medical Insurance, Maternity Leave, ESI, PF

Education Welfare: Priority given to staff in terms of admission to pursue higher education, Leave for pursuing higher studies etc.

Financial: Support for professional development, Provident Fund, Research Seed Money grant awards, etc.

Food: canteens facilities

Housing: On-campus residential facility available for staff .

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

6.3.2

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

Response: 93.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
283	275	276	273	284

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 94.16

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
281	277	278	283	283

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

PRIST implements a comprehensive approach to financial planning and resource management. The university anticipates its financial needs through a detailed annual budgeting process and diversifies its funding sources via a well-structured resource mobilization policy. The finance committee, which includes the Hon'ble Vice-Chancellor, Pro Vice-Chancellors, Deans, management representatives, and finance officers, oversees this process. Each department—both academic and non-academic—submits its funding needs to the finance officer via the Dean before the academic year begins. These needs are then presented to the finance committee, which formulates the institutional budget for review and approval by the Executive Council (EC).

The university's strategic initiatives focus on increasing student enrollment and enhancing its visibility. This includes efforts to achieve higher national and global rankings, launching creative marketing campaigns, and organizing engaging campus tours to showcase the institution's distinctive educational offerings. Faculty members are encouraged to pursue research projects funded by prestigious agencies such as AICTE, DST, DBT, UGC, MYAS, CSIR, ISRO, TANII, and TANSCHE. Research and Development grants from government agencies and NGOs provide another crucial funding source. The university also leverages its alumni network through meetings, recognition ceremonies, and expanding alumni chapters. By celebrating alumni achievements and fostering a sense of community, the university encourages philanthropic donations for further growth. Additionally, contributions from philanthropists play a significant role in supporting the university's initiatives.

The university promotes faculty-industry collaborations through an appealing consultancy policy, which supports consultancy projects and joint research ventures. This approach not only generates financial support but also facilitates valuable knowledge exchange between academia and industry. Corporate training programs are another lucrative funding source. Innovation is a priority, with initiatives aimed at patenting new ideas and inventions. Protecting intellectual property allows the university to demonstrate expertise and explore commercialization opportunities, contributing to revenue generation.

Funds acquired from these various sources are allocated judiciously. In addition to covering staff salaries, funds support academic activities and campus maintenance, creating a conducive environment for learning and research. Investments are made in modern equipment and facilities aligned with student numbers to ensure effective teaching and research. Dedicated funds are allocated for the development of R&D facilities and infrastructure, while financial support is provided to faculty for attending conferences, seminars, and workshops. The university also emphasizes holistic student development by investing in a state-of-the-art sports complex, which offers extensive opportunities for students to engage in sports and physical activities, promoting well-being, teamwork, and sportsmanship.

In summary, PRIST proactive strategies for fund mobilization and resource management reflect its commitment to academic excellence, research innovation, and a comprehensive student experience. Through strategic outreach, faculty engagement, alumni collaboration, and prudent financial management, the university is well-positioned to achieve its goals of academic distinction and holistic growth.

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

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 107

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

2022-23	2021-22	2020-21	2019-20	2018-19
21.5	20.5	14.8	23.7	26.5

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	[View Document](#)
Annual audited statements of accounts highlighting the grants received.	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

PRIST is committed to maintaining financial transparency and accountability through a rigorous audit system. This system includes both internal and external audits, conducted by a dedicated team of professionals to ensure the integrity of its financial operations.

Internal audits are performed quarterly by a team led by the Finance Officer. These audits include a pre-audit review of major receipts and payments, ensuring that significant transactions comply with established financial guidelines and regulations before they are finalized. The internal audit team also conducts concurrent and post-audits of other receipts and payments to identify and address any discrepancies or irregularities in the financial records. Additionally, the team audits gratuity payments and full and final settlements to ensure fair and accurate compensation for employees and staff.

For external audits, the university engages a reputable auditing firm to conduct a comprehensive statutory audit of all financial and accounting activities. The external auditors provide a certification confirming the accuracy and integrity of the Annual Financial Statements. They also verify the utilization of grants from various funding agencies, ensuring that these funds are used for their intended purposes. The external auditors issue Certificates of Utilization, which are countersigned by Chartered Accountants to enhance their authenticity.

Any observations or issues raised by both internal and external auditors are carefully documented in their respective audit reports. These reports highlight areas requiring attention or correction. The university addresses these concerns promptly, communicating with the relevant departments or individuals responsible for the flagged transactions or processes. Corrections are made in collaboration with the concerned parties, and amended records are reviewed and validated by the auditing teams to ensure that the issues have been properly addressed. Follow-up procedures are also implemented to monitor ongoing compliance.

Through this robust audit framework, PRIST upholds a high standard of financial accountability and transparency, ensuring accurate representation of its financial activities.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by

constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The Internal Quality Assurance Cell (IQAC) at PRIST conducts regular academic audits to evaluate and enhance academic processes across all departments, schools. These audits are aligned with NAAC, UGC quality frameworks and occur once during each semester and again at the semester's end. The process involves comprehensive checkpoints that include academic delivery, the use of ICT tools, the quality of question papers, outcome attainment analysis, industry lectures, syllabus revisions, mentor-mentee data, and stakeholder feedback.

Departments are subject to monthly audits focused on both academic and administrative performance to ensure adherence to performance standards. The Dean review these departmental performances and forward their reports to the respective Deans who follow up with Heads of Departments (HoDs). Additionally, the performance of Deans is audited to verify the effective implementation of Institutional Develplmental plans, with a particular emphasis on academic outcomes.

IQAC regularly assesses learning outcomes through both direct and indirect methods to maintain high academic standards. Course outcomes are evaluated at the end of each semester, while program outcomes are assessed after the final year's final semester. This process ensures that learning outcomes and program-specific goals are met, with any gaps forwarded to the Dean-Academics for corrective action.

Quality enhancement is further supported by feedback from Quality Circles, stakeholders, and industry experts. These feedback mechanisms help in continuously improving academic quality at PRIST. IQAC's role in institutionalizing quality assurance is crucial, ensuring that both teaching-learning processes and operational methodologies are effective and aligned with strategic objectives.

Two Key Practices:

1. **Quality Circles:** IQAC fosters innovation and collaboration through departmental Quality Circles, which involve faculty and students in discussions, idea generation, and problem-solving. These circles review teaching-learning processes, methodologies, and outcomes, leading to impactful initiatives such as curriculum updates and industry projects. Quality Circles also address infrastructure challenges by optimizing resources and enhancing efficiency through constructive feedback and dialogue.

2. **Digital Evaluation Systems:** In response to the need for efficient and transparent assessment,

IQAC has championed the adoption of digital evaluation systems. This transition from traditional paper-based methods to online platforms streamlines the management of examinations, quizzes, and assignments. The digital systems facilitate seamless assessment processes, allowing faculty to create, administer, and grade assessments electronically. This change reduces administrative burdens, improves accuracy, provides timely feedback, and ensures better data security. Students benefit from convenient access to assessment materials and feedback, enhancing their interactive learning experience.

Overall, IQAC's proactive approach through periodic and monthly audits, coupled with its focus on continuous improvement and innovative practices, plays a pivotal role in maintaining and enhancing the academic quality at PRIST.

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

6.5.2

Institution has adopted the following for Quality assurance*:

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	[View Document](#)
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	[View Document](#)
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

PRIST has been making conscious attempts always, and in particular, post the first accreditation awarded in the year 2015, to enhance quality in academics, research, governance, and administrative domains.

The post accreditation quality enhancement initiatives include aspects as mentioned below:
The administrative and academic systems of the institution have emphatically been monitored particularly in the teaching - learning process arena.
Quality initiatives in Governance and Administration:
A best practice has been implemented enhancing industry – academia interaction with each faculty member motivated to bring in industry contact from a minimum of two industries.
Post the first cycle accreditation, School of agriculture was inaugurated offering UG Programmes in Agriculture,School of Engineering and Technology was introduced B.Tech.AI&DS. A modern Board Room is under construction.
PRIST has improved upon e-governance by implementing an ERP system. Institution has registered for National Academic Depository (NAD).
ICT facilities are provided in most of the classrooms. Some of the classrooms are converted into smart board-based e-class rooms with ICT facilities.
Faculty members being encouraged to obtain more funds by way of sponsored research had been

identifiedas an 'opportunity' by the Peer Team which visited the institution in 2015 for the first cycle of accreditation. As a follow up, more funded projects were obtained by the faculty. Faculty were also encouraged towards publishing in peer reviewed / indexed journals. In response to a recommendation made by the Peer Team, entrepreneurship development activities have been taken up with the establishment of an

Entrepreneurship Development Cell. A digital mechanism for obtaining stakeholders' feedback has been introduced.

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

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Ponniayah Ramayajayam Institute of Science and Technology (PRIST) organizes regularly events and programmes on gender equity and sensitization both via curricular and co-curricular activities. The institution has always made consistent efforts to create a women friendly ambience thus promoting women's education. PRIST's senior most positions viz. Offices of the Deans – Academic Affairs, Student Affairs, Controller of Examinations, Director – IQAC are occupied by women. In a co-education setup, care is taken not to let the women teachers or students feel left out or confined and restricted on any count. Irrespective of gender, students - both boys and girls - are encouraged to get involved in on/off campus projects, laboratory experiments, participate in industry internships and field visits etc. The Institute organizes ample training programs, seminars, workshops etc. on gender equality and sensitization. The women empowerment cell of PRIST organizes International Women's Day celebrations, regularly. Distinguished ladies from various walks of life, who are guest invitees, address all the girls along with the lady faculty sharing inspiring experiences, motivating the institute's womenfolk. During such events, competitions like Rangoli, Mehendi, Food without fire, Traditional Attire show and dances are organized, providing students an opportunity to showcase their skills and talents and the winners are felicitated with prizes and certificates. National Girl Child Day is observed every year on January 24 to promote awareness about the rights of girl children and to create awareness on the importance of their education, health, and nutrition. The NSS wing of PRIST Deemed to be University along with Meenakshi Hospital and Rotary Club of Thanjavur Delta organize general health camp for women, mainly for the benefit of girl students of the institution. Particular emphasis is laid on checking Haemoglobin count, followed by medical counseling on diet and medicines. During a special event called 'Ilaignar Eluchi Naal Vizha' - an oratorical competition is held for the girl students and the winners are felicitated with prizes and certificates. NSS Cell of PRIST usually joins hands with the District Social Welfare Office and Ministry of Women and Child Development to create awareness among the students about the citizens of the nation having the right to live quality life. Bharatiya Stree Shakti strives for gender equality and women empowerment so that women could live in peace and harmony in Indian society. In one such recent event the District Social Welfare Officer, Field officer and MWCD coordinator addressed the girl students of the institution. In another event, organized under the auspices of the Social Welfare & Women Rights, District Social Welfare, Govt. of Tamil Nadu, the District Superintendent of Police along with the Joint Secretary, Central Social Welfare Board, Ministry of WCD, Govt. of India, addressed the womenfolk of PRIST. The programme highlighted 'Protecting the Women rights, Prevention of violence against women, Protection of women, Empowerment of women'. A campus Discipline Committee actively functions in the institution monitoring the safety and security of the students. PRIST practices zero tolerance in matters concerning eve teasing/ragging.

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

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

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

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

Response:

Ponniayah Ramayajayam Institute of Science and Technology(PRIST) advocates 'zero waste' policy and ensures minimizing environmental impact by adopting and familiarizing among the stakeholders, especially, the campus-users the principle of 'reduce-reuserecycle'. Office stationery, electronics, laboratory material and furniture, have been, over the years brought under the ambit of 'recycling' process. Hazardous wastes in the campus (which are basically, toxic, ignitable, corrosive, and reactive) are mostly generated from laboratories, and to a minor extent from construction sites (painting, plastering, etc.) and house-keeping. The laboratory wastes (especially chemical labs and workshops) are neutralized and detoxified (Ion-exchange, precipitation, oxidation and reduction) followed by dilution, at

the neighbouring canal (periodically monitored before and after discharge) or returned to vendors. The infective and biological wastes generated from the biological laboratories and animal house are being autoclaved and incinerated. Laboratories are periodically fumigated for ensuring safe working environment. Wastes from canteen and hostel-mess have been in use to yield biogas at the biogas plant, installed in campus, being used for minor cooking. As an extension of social responsibility to deal with ever-increasing generation of solid-wastes, the University has also been associated with carrying out projects in developing and characterizing concretes with fly-ash, fibre-reinforced plastics, and so forth. Besides, many of the campus constructions, the fly-ash bricks have been used, instead of regular concretes. Being an institute involved in research and training in frontier areas of science, humanities, management and technology, the usage of e-resources have been indispensable- starting from mobile and satellite communication, e-learning, and to a whole myriad of computer applications, electronic gadgetries. Hence, the management of e-waste has been an area of priority for the management. As an initial step, the usage of reliable brand of electronic equipment has been a policy for any purchase by management. Students and faculty are discouraged from disposal of e-wastes inside the campus and elsewhere, too. The consumable ewastes such as used batteries, printer cartridge, CRT's are returned to the vendors. The scrap computer and other electronic/electrical accessories, including batteries are returned back to the suppliers. To create an eco-friendly ethics among students and staff, as a policy, management insists on electronic communication as substitute for circulars, teaching resources provided to students etc. The wastes are segregated at source and explored for their usage (vermi/composting, with huge accumulation of litters from the greens of the campus; incineration, recycling/reuse). The students are encouraged and rewarded through Green Cell to carry out innovative projects for environmental friendliness of the campus, carry out educational programmes in schools/communities and provide customised consultancies for local inhabitants (on water quality, soil quality, etc.). Waste water generated from the sanitary facilities is disposed off into a network of specially built drains across the campus which leads to the municipal drain in the vicinity of the campus. The waste water from the RO plant, discharged back into the environment, is effectively utilized to water the lawns, saplings and trees in the campus. Plans are in place to establish a full-fledged sewage treatment-cum-recycling plant

File Description	Document	
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)	
Geo-tagged photographs of the facilities	[View Document](#)	

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric.	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The Ponniayah Ramayajayam Institute of Science and Technology (PRIST) campus is aptly called "Green Fields" due to its exquisite landscape. In order to promote an environmentally friendly campus, the university has developed measures such limiting the admission of cars, encouraging the use of bicycles and battery-powered vehicles, creating pedestrian walkways, and outlawing single-use plastics. These initiatives are all strictly adhered to by the entire community.

Restricted entry of automobiles:

Vehicle entry is restricted: It is strictly forbidden for cars to enter college and dorm campuses. It is completely banned for students and staff to enter the designated parking area after they have parked their cars there. Two-wheelers are never permitted inside the property and must always be parked close to the authorized spot at the main gate or along the pathway. All driving laws imposed by the road transport authorities are applicable, including the rigorous 10-kilometer-per-hour speed restriction inside campus limits up to the designated parking space. Parking permits will be revoked for breaking these rules. It is highly recommended that students take public transportation or ride their bicycles to campus in order to contribute to the institution's environmental sustainability efforts. They are also asked to promote the use of public transportation and carpooling whenever feasible in order to less pollution and help protect the environment.

Use of Bicycles/Battery powered vehicles:

For commuting, staff and students choose to use bicycles, public transportation, and carpooling. All automobiles are confined to specially designated open-space parking zones, guaranteeing streets that are safe for pedestrians and pollution-free structures.

Pedestrian-Friendly pathways:

Every road on campus that leads to a building has a pedestrian-friendly route with zebra crossings where necessary. Every road on campus that leads to a building has a pedestrian-friendly route with zebra crossings where necessary.

Landscaping with trees and plants:

Every day, avenue trees, gardens, and lawns are well maintained. These trees create a vivid canopy of luxuriant vegetation that creates a calm haven around academic buildings. Large avenues are bordered by trees, and roads leading between different academic buildings are surrounded with trees and bushes.

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit report of all the years from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

Ponniayah Ramayajayam Institute of Science and Technology (PRIST) is committed to creating an atmosphere that is welcoming to Divyangjans. The institution guarantees a barrier-free environment for people with impairments through inclusive education. This dedication is essential because it lessens discrimination and encourages diversity and involvement, which benefits the larger community as well as students, scholars, and academics with disabilities.

The institution offers a differently abled-accessible environment, featuring ramps, restrooms, tactile pathways, display boards, and signboards, along with other accessible amenities. PRIST also provides assistive technologies such as software, accessible websites, and resources for inquiries, counseling, readers, and scribes. The institution makes sincere efforts to ensure that every student may access all of

its programs, administration, and activities.

All authorities of PRIST are dedicated to assisting individuals who are differently abled, ensuring they can fully benefit from the services, administration, and activities offered. These policies apply to all students and staff members of the institution. The institution has incorporated these policies into its teaching and learning processes in alignment with the Government of India's national policy for persons with disabilities, developed in February 2006, which emphasizes the educational rehabilitation of individuals with disabilities. PRIST recognizes that people with disabilities are valuable human resources and is committed to fostering an environment that promotes equal opportunities, protects their rights, and ensures full participation in the academic setting.

File Description	Document
Upload supporting document	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

Ponniayah Ramayajayam Institute of Science and Technology (PRIST) endeavours to nurture a responsive, compassionate, fair and inclusive academic community. The Institution having made itself fully aware of the geography, socio demographic, economic and educational background of the people of this region, makes sincere attempts to realize its vision and mission centering on student empowerment and inclusive practices. The institution celebrates Commemorative days viz. Independence Day, Republic Day Teachers Day, and festivals such as Pongal, Onam etc along with many cultural festivals to ensure establishing harmonial interaction among students and faculty hailing from different cultural backgrounds. Cells such as 'Student grievance redressal cell', 'Women grievance redressal cell' are equipped with necessary guideline to address promptly any issue which might arise in the light of racial or cultural background of the students and faculty. It is ensured that the codes of ethics for both faculty and students are followed by all irrespective of cultural, regional, linguistic, communal socioeconomic and other similar diversities. Freshers Day is a regular feature in the academic calendar of the institute enabling interaction of freshers from various regions and also bringing out the talents among freshers hailing from various cultural, regional, linguistic backgrounds. The NSS wing of the institute conducts special Camps in villages for NSS volunteers. Wherein the students come across various social issues impacting the lives of the people in the community thus helping inculcate social and cultural values among the young students. Motivational talks by the elite in the society help all-round personality development of the students making them responsible citizens respecting the national values of social and communal harmony and national integration. Sports unifies the world and so it does the campus of PRIST. With a strong infrastructure in sports the institute is chosen by the government agencies also for the regular conduct of sports activities in the region for various categories of students ranging from

Schools to Colleges to Universities and Sports Bodies of both men and women. Such sports events have greatly helped bring students and faculty hailing from diverse backgrounds on single platform creating an environment for inclusivity. PRIST encourages the conduct of cultural festivals wherein students from different cultural backgrounds and diversity showcase their talents. Different for a provided such as music and arts clubs where groups of students and faculty belonging to different languages and cultures get unified. PRIST enrolls students from both the affluent and economically weaker sections of the society, mainly from the rural background. To effectively counter the socio economic barriers, the institute facilitates the students to receive suitable scholarships and awards from state and central governments.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

In the present world context, it becomes imperative that youngsters especially, those attending educational institutions are sensitized about their constitutional obligations so that upon graduation they would walk into the world as responsible and dutiful citizens of the country. Ponniayah Ramayajayam Institute of Science and Technology (PRIST) realizes that the purpose of education is to produce more 'responsible' and 'rounded citizens' imbibed with humanism. Emphasizing on the vision of all-round development of students into a worthy citizens, the Institution takes great care not only for the academic scholarship of the students, but also for inculcating moral and ethical values to each student. Development of positive relationship and fearless, stress-free and congenial environment with right understanding and relationship among administration, faculty, staff and student is envisaged by the management. To kindle the flame of national spirit amongst students and employees, every year Independence Day and Republic Day are observed in PRIST campus sensitizing the participants on the struggle of freedom fighters and importance of Indian Constitution. Skits, Dances, Poetry, singing and related events at the annual cultural festival are designed to promote awareness towards rights and duties of citizens. Through the institution's NSS Unit, 'Awareness programmes for and Clean & Green Campus' are regularly conducted sensitizing the students and employees on their role in contributing to pollution free clean environment, which is a responsibility of every citizen. The institute offers a course on 'Indian Constitution' whose objectives are: to make the students understand the democratic rule and parliamentary administration; to get them to appreciate the salient features of the Indian Constitution; to

bring an awareness among the students about fundamental rights and constitutional remedies; to make them familiar with powers and positions of the Union Executive, Union Parliament and the Supreme Court; to help students appreciate the electoral system of Indian democracy, thereby motivating them exercise the adult franchise of voting. Observance of National Voters Day, Constitution Day and awareness creation on Domestic violence and Property Rights and on Government Schemes help sensitize both the students and employees of the Institution to their constitutional obligation

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice No – 1

1. Title

'Societal needs focused research initiatives'

2. Objectives

Ponniayah Ramayajayam Institute of Science and Technology (PRIST) aims to be recognized for promoting research in community service and becoming a center of academic excellence through high-quality research and teaching.

Objectives:

Research groups should focus on identifying local societal needs, while scholars are encouraged to select research problems that address human needs and offer solutions.

3. The Context

Faculty were encouraged to guide scholars in neighborhood-focused research, leading to real-time surveys, needs assessments, and innovations, including patent filings.

4. The Practice

Unlike theory-oriented research in many Indian institutions, PRIST's approach emphasizes real-time implementation of solutions for community problems. Faculty and scholars engage closely with the local population, conducting credible surveys and designing practical, innovative solutions.

Overall, the major research issues nucleated around the following domains:

- Education and Training:
    - Exploring the effectiveness of multimedia, e-learning, concept mapping, and web tools to enhance student understanding and retention.
    - Effect of organizational set-up, parental involvement, training of specific employability skills as part of curriculum

- Healthcare and Agriculture:

- Developing polyherbal formulations for common diseases like diabetes, cancer, and dermatological disorders.
- Development of formulations for enhancement of germination, growth, disease control and productivity of various crops (Tulsi, Paddy etc.,)
- Disease control and yield maximization in fisheries, with special reference to local fishermen community

- Computational analytics:

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

- Resource Management:

- Exploring and addressing issues in marketing and commercial sectors, including CSR, microinsurance, SHG investments, HR practices, and supply chain management.

- Case studies on perception of the above-mentioned sectors (for selected zones in Tamilnadu, Maharashtra and Kerala)

-

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

5. Evidence of Success

PRIST's "Societal needs focused research" initiative was enthusiastically embraced, leading to the formation of specialized research groups investigating local community issues.

- Water Quality
- Water Quality monitoring, modeling and providing remedial approach for mass bathing festival at Mahamaham tank (also called Southern Kumbhamela)

- Development of low-cost agro-based treatment of textile wastewater
- Solid Waste Management
- Optimized collection points, routing and landfill site delineation at Puducherry, Kumbakonam and Perambalur
- Development of landfill leachate treatment strategies using constructed wetland
- Carrying out focused investigations for exploring the KPI in relation to various divisions (especially, HR and CSR)
- Evaluating the effectiveness of specific developmental policies and diagnosing the nonconformance and bottlenecks in the logistics and implementation across the entire supply chain
- Improvisation of the Teaching, Learning approach
- Proctoring community healthcare and overall, well - being
- Carrying out high-end scientific investigations on remedial effectiveness of polyherbal compounds on both chronic and acute ailments
- Orchestrating close-cycled green strategies in improving the sustainability and yield (both
- agriculture and animal husbandry)

6. Problems Encountered and Resources Required:

Public hesitation in sharing issues required research scholars, guided by faculty, to establish deeper communication, encouraging locals to share problems for solution-focused research.

Best Practice – No.2

1. Title

Strategy for 'structured industry - connect' by the faculty to enhance industry collaboration by the university

2. Objectives

Addressing marketing and commercial issues like CSR, microinsurance, SHG investments, HR practices, and supply chain management.

Objectives:

Encourage faculty to establish industry collaborations, expand student internships and fieldwork, and connect with at least two industries in their domain.

3. The Context

The aforesaid needs have driven PRIST faculty towards adopting the said 'best practice'.

Industries often hesitate to collaborate with academia, making student internships and visits difficult to secure. PRIST recognized the need for industry collaboration to benefit students and faculty alike. Faculty seek industry exposure for meaningful research and to enhance classroom teaching by connecting course topics to real-world scenarios, driving the adoption of this best practice at PRIST.

4. The Practice

Imparting effective education requires faculty to stay updated with industry trends, especially for technology-oriented courses. Faculty with industry exposure—through past experience or regular interactions with businesses—can better motivate students in theoretical and lab instruction. This necessitates meaningful industry collaboration. For students, internships and field visits are vital for success in placements and securing jobs, providing practical knowledge in their domains.

Despite recognizing the importance of industry connections, PRIST faced challenges in securing cooperation from industries, with few willing to offer training or internship opportunities. To address this, PRIST introduced an innovative practice: faculty were encouraged to identify industries from their websites, offer technical solutions, and build rapport. This led to positive responses, and each faculty member was tasked with connecting to at least two industries. Activities included industry visits, problem-solving collaborations, research topic identification, internships, and field visits, though junior faculty struggled more in approaching industries.

5. Problems Encountered and Resources Required

Junior faculty faced challenges connecting with industries, relying on senior colleagues for support. Some industries only allowed student visits, not internships, and restricted access to infrastructure details, making it difficult for research scholars to address technical problems. These constraints hindered industry-oriented research efforts.

6. Evidence of Success

If each faculty member engaged with at least two industries, the university could form numerous connections. This rapport eased discussions on technical issues and helped researchers, guided by senior professors, identify relevant study topics. Consequently, departments significantly increased their industrial connections, detailed below.

No. of industries connected with Schools

School of Arts & Science – 32 Industries

Engineering & Technology – 57

Commerce & Management – 24

Agriculture – 11

Education – 24

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

*True to its name, PRIST, an HEI, located in the delta district of Thanjavur, has chosen to work with focus on education and research specifically in agriculture, water quality and environment domains.*The emphasis and priority given have borne fruit, leading to several significant accomplishments as detailed below:

Since, PRIST is located in the Kaveri Delta, known as the 'rice bowl of Tamil Nadu', its undergraduate Agricultural programme students thoroughly enjoy the locational advantage.

In line with the mandate of ICAR, real-time study of socio-economic aspects of the farming families is facilitated for the students. The concerted efforts by the School of Agriculture in meticulously organizing practical field events was a great motivation for the students and a case in point is that of an alumna (2021 batch), being chosen for the 'successful woman entrepreneur' award by an Association sponsored by the Indian Council for Agriculture (ICAR). She is now on her way to establish an 'Agriclinic' with financial assistance from the National Bank for Agriculture and Rural development (NABARD).

Faculty and students from various Schools of PRIST are driven to collaborate with the local community's needs. Their efforts to address neighbourhood issues have led to the organization of impactful events. One such event was a recently held 'Meet,' which benefited numerous farmers from Thanjavur district as well as neighbouring districts.

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

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

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

- PRIST is a 'Participating Investigator' in WATER-IC for SUTRAM of EASY WATER and hasestablished in its campus a Centre for Sustainable Treatment, Reuse and Management for Effluent,Affordable and Synergistic solutions for water.
- The DST has also sponsored the PRIST faculty to work on a project viz. 'Characterization andutilization of selected, de-oiled cake as adsorbents in textile wastewater treatment'.

In line with the institutional vision viz. being recognized for its efforts in promoting research in service tocommunity, one of the PRIST initiatives deals with plastic waste i.e., conversion of low-density

polyethylene (LDPE) - a thermoplastic - into diesel. Attempts have been made through selected catalyticpyrolysis to obtain fuel-grade synthetic diesel, whose engine performance and emission

characteristicshave been found to beclose to conventional diesel. The reactor design has already been patented and thepreparation is underway for the possible commercialization of this technology as well as installation of the pilot-scale reactor on the campus itself.

Another notable distinctiveness of PRIST is encouraging the research scholars to seek solutions for problemsencountered in its neighborhood.

Examples given below are in support of such distinctiveness:

- Mass-bathing in holy sites has been one of the essential components in the cultural fabric of unityin diversity of our country. However, progressive deterioration of broad selfless consciousness ofthe general populace, quite contrary to the very spirit of the Indian culture, has resulted in seriousdeterioration of water quality in such sites. Characterization and surveillance of water qualityparameters were carried out by PRIST researchers to assist the planners and sanitary engineers to develop a better and more scientific approach in ensuring congenial water quality for mass-bathingof pilgrims in the holy Mahamaham tank located in the neighbouring town of Kumbakonam.

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

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

- The assessment of biological characterization of water has always been an expensive and timeconsuming, yet crucial requirement for assessment of potability of water. The researchers at PRISThave been extensively exploring the development of sensor-based water analyzer kit for assessmentof in-situ biological characteristics of water. The device, under development, has been granted IPR(Design) protections. Such a device would be of great assistance not only for NABL

accreditedanalytic labs but also for domestic use, bringing down the analytical time.

- An innovative way to meet potable water needs, bypassing standard treatment processes, is the development of an atmospheric water generator (AWG). This unit would provide PRIST's humid neighborhood with essential pure water for domestic and organizational use.

- Faculty researchers at PRIST along with their scholars have made considerable contributions to 'Development of materials', also.

Efforts to nurture activities related to sports that are popular in the region and closely connected to Indian culture

PRIST takes conscious efforts to foster 'sports' those are popular in and distinctive to the local region. The institution over the past years has provided liberal sports scholarships and fostered student-talent pools in 'kabbadi', a sport which is widely popular in the local region. It is worth mentioning that 'kabaddi' - a sport of the soil - has always been an intrinsic part of the Indian sports culture.

Additional information is provided in the relevant link

File Description	Document
Any other relevant information	[View Document](#)
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Implementation of New Education Policy at PRIST

1. 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.,

2. Academic bank of credits (ABC):

ABC Registration of Ponnaiyah Ramajayam Institute of Science & Technology, Deemed to be University for the Academic Bank of Credits (ABC) has been approved. Students are being made aware of the facility and also download DigiLocker app create DigiLocker account and login to DigiLocker account and Academic Bank of Credits under Education category to create ABC ID.

3. Skill development:

The institute seeks to make the best use of the Central and State governments' schemes meant specifically for students' skill development. Wide publicity is given among the students about such schemes. While designing and/or revamping curriculum, the Boards of Studies and the University's Academic Council are advised to keep in mind the requirements of the industries so that the graduates of PRIST will be more welcome for placements.

4. Appropriate integration of Indian Knowledge system

PRIST is one of the few HEIs which offers along with Arts, Science, Humanities and Engineering, study programmes in Tamil also. Sincere efforts in promoting the 'Tamil' one of the oldest Indian languages are being taken by incorporating relevant courses in the curriculum. 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.

Concluding Remarks :

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

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

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

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

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

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

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