SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PRESIDENCY UNIVERSITY, BENGALURU

ITTAGALPURA, RAJANAKUNTE,YELAHANKA, BENGALURU -560 064
560064

www.presidencyuniversity.in

SSR SUBMITTED DATE: 01-09-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Presidency University (PU) is a State Private University established under the Presidency University Act, 2013, located at Ittagallpura, Bengaluru, Karnataka, India PU is located on a sprawling campus of 40 acres, developed into a lush green landscape, with a State-of-the-Art infrastructure. The University has thus far constructed around 13.5 Lakh Sq. Ft. of Academic and Administrative infrastructure - modern Classrooms, Laboratory Spaces, Research Centres, Library and Digital Learning Spaces, Seminar Rooms and other student and amenities. With 35% of the soft-landscaped Campus set apart for the activities of students, in the form of Theme Zones, PU is committed to provide the best Quality of College Life (QCL) to its Learners. Thus the campus amply supports an active and vibrant student community in all its aspirational endeavours. As on date, the University caters to a diversity of over 16,000 students on its rolls, taught by 850 committed and domain-expert faculty representing a pan-India distribution.

PU is the dream institution of its founder Chairman and Chancellor, Dr. Nissar Ahmed, who has established the university as a sequel to long-years of experience in managing several educational institutions of repute. With a clear understanding of how a higher education institution should act as a gatekeeper, disseminator and creator of new knowledge and serve an ever-growing and diverse student population, this institution has been established to serve and enrich the society, to its best ability.

Despite being a young institution, PU has already developed eight schools in multidisciplinary faculties - **Engineering, Computer Science and Engineering, Management, Law, Design, Commerce, Information Science and Media Studies.** Each School offers a multitude of contemporary knowledge-enriching and skill-enhancing programs that are market-relevant. In the same vein, the University ensures that its students are Industry-ready through add-on courses in soft and hard skills. It also offers Full Time and Part-Time **Ph.D Programs**, thereby providing an opportunity for eligible postgraduates to pursue research and contribute to new knowledge creation. Focus on Academics and Research propels the University to envisage the need to establish different Centres of Excellence, with different thrust-areas, serving as hubs for Entrepreneurs, Teachers, Researchers and other accomplished Professionals/Scholars/Experts in specific thrust-areas, to converge, deliberate, and innovate.

Higher education is expected to fulfil several objectives for society. It prepares students for their personal and professional development, which is subject to considerable dynamics as determined by the changes occurring in the society. It also provides a space for reflexive thinking about what it means to be a citizen of the globalized, digitized world, ultimately offering students opportunities to further develop their character and attitudes. In the areas of research and teaching, it primarily creates an educational space to prepare for the future. In the background of the transformational changes envisaged under the National Education Policy 2020, all HEIs are expected to envision their educational delivery and services cantered around holistic development of the students.

Vision

To be a Value-driven Global University, excelling beyond Peers, and creating Professionals of Integrity and Character, having concern and care for Society

Mission

- Commitment to being an Innovative and Inclusive Institution, by seeking excellence in Teaching, Research and Knowledge Transfer
- Pursue Research and Development and its dissemination to the Community, at large
- Create, Sustain and Apply Learning in an Inter-disciplinary Environment with consideration for Ethical, Ecological and Economic aspects of Nation Building.
- Provide Knowledge-based Technological-support and Services to the Industry, in its Growth and Development
- Impart Globally-applicable Skill-sets to Students through flexible Course-offerings and support Industry's requirements and inculcate a spirit of new Venture-creation

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths:

- A very vibrant Campus, spread over Forty Acres of Lush Green Landscape with State-of-the Art Infrastructure in terms of well-ventilated and spacious Classrooms, Well-equipped Laboratories, Seminar Halls, Auditorium, Amphi-theatre, Cafeteria, Recreational Spaces, Centres of Excellence, Discipline-centric Research Centres and Student Theme Zones, all, as part of strong Support Ecosystem to reinforce quality Academic, Co-curricular and Extra-curricular Initiatives of the University.
- Alignment to the National Education Policy, 2020, integrating an Outcome-Based Learning Process, in a Choice Based Credit System [CBCS] Regime, with focus on Inter-disciplinary Knowledge dissemination.
- Internationally recognized Forty Eight [48] Programs offered by Eight Multidisciplinary Schools of Study.
- Adoption of Technology-integration across Systems, Processes and Operations and in that direction, end-to-end Automation/Digitalisation of the Examination and Evaluation Process, has been achieved through an integrated ERP.
- A well-equipped Knowledge Centre/Library, with the right blend of latest Editions of Text Books, Reference Books, Digital Learning Resources and E-Books, reinforced by an ambience conducive to quiet reading, studies and knowledge-acquisition
- A strong Faculty-base of accomplished Teachers with appropriate blend of Academic and Research Credentials, and a Faculty Student Ratio of 1:18, to reinforce the Learning-experience of the students.
- An Effective Student-Interactive support Ecosystem backed by an active Department of Student Affairs to drive Student-managed Clubs, Cultural/literary Events, Sports and Games
- Meaningful Institutional Social Responsibility-driven Social Immersion Programs propelled by a mission to strengthen the involvement of Students in such activities; Adoption of Government Schools in and around the neighbourhood, renovating and refurbishing them with computers and other Learning Aids, and offering Free Legal Aid through PU's Legal Aid Cell.
- An effective Scholarship and Fee-Concession Model to offer education to deserving students from the Minority segments of the society as also to other under-privileged students of the community.
- Creation of an Ecosystem for Collaborative Academic and Research-pursuits with Memoranda of Understanding executed with more than 100 International Universities, in a span of less than three years

of the establishment of the Department of International Affairs. 130 Students of the University are pursuing Higher Studies abroad, under this arrangement.

Institutional Weakness

Institutional Weaknesses:

- Research and Innovation Culture is yet to manifest itself across the Academia, in the envisaged manner, despite the relentless initiatives of the University Leadership, in that direction.
- Paucity of Faculty-consultancy due to the lack of interest amongst Faculty-members, notwithstanding the credentials of the faculty to garner such Consultancy Assignments.
- Lack of a strong and committed Alumni-base, on account of few numbers of Batches have graduated, there has been limited voluntary financial support as also weak facilitation of Industry-academia connect, Alumni yet to reach top positions in the industry.

Fee being the only major source of Revenue, constraints in sourcing low-cost funds towards Capital Expansion.

Institutional Opportunity

Institutional Opportunities:

- Greater collaboration with the industry and reputed International Universities for the introduction of new cutting-edge Technological and Industry-relevant Programs, and schools to enhance the diversity-scenario in the University, by attracting International Students and more students, pan India
- Offer the Student Community, at large, Online Courses (short-term certificate and mid-term diploma courses), to reinforce their Learning in contemporary employment-generating domain-areas as also offer Executive Programs to Working Professionals.
- Adopting Blended mode of educational delivery so as to enlarge the University-Student Community jurisdiction, to attract fresh and working Professionals.
- Leverage the vast opportunity on the horizon to secure Grants from National and International Agencies for Collaborative Niche-areas-centric Research and Innovation, Technology Transfer and Commercialization of resultant patents as also seek Corporate Social Responsibility-mandated Funds
- Enhance Research Output, as also increase Citations through publishing in High-impact Journals

Institutional Challenge

Institutional Challenges

- Competition due to commercialization of Education by the proliferation of "Fly-by-Night" Institutions.
- High cost of Quality Education not commensurate with the increase in salaries amongst the Parent-community, thus inhibiting investment on Research Centres and/or Centres of Excellence and high-value Equipments as envisaged.
- Undue and random impact of Market-influence on Academic Programs

- Envisaged entry of Foreign Universities and their impact on the institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The Curricula are aligned with National Education Policy 2020 and norms of the Statutory Regulatory Authorities (SRAs) - LOCF of UGC and CCF of the HECK and the design of Curricula based on OBE and CBCS pattern and market-survey, is finalised in consultation with the Industry Experts, Alumni and other Stakeholders, through their representation in the Boards of Study and Academic Council, and feedback.
- The Curricula of Forty Eight Programs offered, incorporate local perspectives, culture, and socio-economic factors. The Learning Outcomes - COs, POs and PSOs - are aligned to ensure acquisition of specific skills and knowledge related to the business environment.
- The Curricula align themselves with the National Priorities and emerging trends across various sectors of the Economy, Regular revision and updating of the Curricula is in tune with the technological advancements, industry trends/demands and Governmental Policy changes.
- Curricula include components that foster a blend of Global perspectives and Inter-cultural understanding, courses on cross-cultural & global issues and international-relations, with a balance of foundational courses, core domain courses, discipline-specific elective courses, along with ability-enhancement and skill-development Courses.
- The Curricula are regularly reviewed and revised through Industry-consultation and updated to incorporate the requirement of contemporary cutting-edge issues related to the industry, along with training using state-of-the-art equipment and technology with hands-on work-experience. 40% of the Courses have been revised over the last five years.
- Profound understanding of Ethical and Social Responsibilities through courses in Professional Ethics, Gender Equality, Human Rights, Environmental Consciousness & Sustainability, and Human Values, ensures holistic development of Learners.

- 10 no. of New age programs in Emerging areas and 110 no. of new courses have been introduced during the last five years, and 30 no. of courses are interdisciplinary in nature, as offered across different schools.
- As per the SRA norms, Project Based learning (PBL) is introduced at undergraduate courses and 02. Of courses have adopted PBL during the last five years.

Teaching-learning and Evaluation

- The Learning-levels of freshers are assessed through Diagnostic Tests, Assignments and Evaluations, and cohorts of Slow, Average and Advanced Learners are identified, for tailored additional support, through specially-designed intervention programs (additional Instructional Support, including one-on-one tutoring, small-group & Peer sessions, Mentoring, Remedial Classes, Tutorials and Focused-assignments and participation on specialized projects and Enrichment programs, internship-opportunities, Hackathons etc., through the Centre for Innovation and Incubation).
- New-age pedagogies such as Experiential-learning, Participative-learning, and Problem-solving Methodologies are adopted by Faculty to enhance the TL experiences of students.
- Project-based Learning using Arduino Boards with embedded C and Raspberry Pi Boards with Python

has been introduced towards greater Innovation, Creativity and Practical-application of Knowledge. Students are offered an opportunity to execute their projects and engage themselves in Interdisciplinary Collaboration in an environment of State-of-the-art Innovation Laboratories and Comprehensive Evaluation Processes. Our Flagship experiential project-based learning is **"Innovative Project"** for students in their First Year of the Academic Journey, to explore the advantages of IoT and Programming with the help of **Raspberry Pie and Arduino Board**.

- The University utilizes a Learning Management System (LMS) coupled with specialised software for **mapping COs-POs** and computation of attainment levels of Learners resulting in a structured & Comprehensive **Curriculum-mapping.**

Research, Innovations and Extension

- Research and Innovation Council of PU provides a supervisory mechanism for Research-centric activities, development of cutting-edge Research Facilities, to promote a research culture amongst the faculty and students, and research facilities are regularly updated to meet the evolving needs of various disciplines.
- The Research and Consulting Division handles operational aspects of Research in conformity with the duly Approved Regulations and policies of PU. A comprehensive and well-defined Research Promotion Policy is in place, encompassing key aspects, like Financial Support, Infrastructure Positioning, Mentoring and Guidance, Publication Incentives and Collaborations with External Research Organizations. The Research Promotion Policy is published on the Institutional Website.
- Focus on establishment of Research Labs and provision of Seed Fund Grants to Faculty, as Research Advancement Strategy, has resulted in the setting up of Advanced Laboratory with Cutting-edge Equipment and Sophisticated Instrumentation, for high-quality research.
- University .Ecosystem also fosters Innovation and embraces the Indian Knowledge System (IKS), with a focus on creating and transferring technology and knowledge through a dedicated IPR Cell, and the " Presidency Launchpad" [an Incubation Centre] , to provide resources and support for Start-ups and Entrepreneurial Ventures.
- Driven by its value of "concern and care for society", towards creating a strong connection with the Neighbourhood Community, the University has undertaken various Extension Activities that have had a significant impact on the community and have sensitized students to social issues.

Infrastructure and Learning Resources

- University has ensured adequate Infrastructural Facilities and Learning resources for effective student engagement in terms of educational-delivery and support-services.
- **Teaching-Learning Facilities**: Well-designed, spacious, well-ventilated, well-lit Classrooms and Seminar Halls, equipped with modern teaching aids such as audio-visual equipment, projectors, and smart boards, ensure engaging and interactive learning experience for Students. In addition modern Laboratories, well-equipped with safety mechanisms, State-of-the-art Equipment, Apparatus and Instruments are in place to facilitate effective experiential-learning.
- **ICT-Enabled Facilities:** Towards facilitating enhanced learning experience, PU has implemented ICT-enabled Facilities such as Smart Classrooms Audio-visual Aids, Digital Content, and Smart interactive boards. A Learning Management System (LMS- CAMU) is also in place, which inter-alia enables the computation of CO-PO attainment levels along with Automated System-generated Examination Question Paper. There is a Campus-wide Wi-Fi Accessibility.

- **Cultural and Sports Facilities:** Adequate facilities for Cultural and Sports-activities are in place. A dedicated Yoga Centre offers Yoga and Meditation Classes for Students. Indoor and Outdoor Recreational Facilities are available to Faculty and Students. A state-of-art 600-Seater Auditorium with a unique architectural design, serves as a venue for various academic and cultural events.
- **Library/Knowledge Centre:** Library Centre/s across the Campus, are automated with state-of-the-art Integrated Library Management System (ILMS- KOHA), ensuring efficient operations and seamless access to Digital Facilities, besides embracing RFID technology, RFID Self-Check Kiosks and RFID Security Gates to enhance the overall automation process and security measures
- The Library-centres offer an extensive collection of Newspapers, Reference Books, Textbooks, E-books, E-journals, Hard Copy-journals, Knowledge-Database, Project Reports, Dissertations and a valuable collection of Rare Books.
- The **Digital Library** offers a modern-day Digital Learning experience. With subscriptions to over 1,00,000 e-books and 5000 e-journals, along with manuals, reports, standards, and other information from renowned platforms such as Elsevier Science Direct, IEEE ASPP, Pro Quest etc, the Digital Library adds immense value to the Teaching-Learning experience.
- University has established an **Institutional Repository** on the D-Space platform, which serves as an archive for digital copies of Project Reports, Dissertations, PhD-theses, Research Papers, Patents, E-content, Question Papers, and Lab Manuals.
- A **Library Advisory Committee** advises on ways and means of enhancing various services and facilities within the University premises, in terms of access to contemporary knowledge-resources.
- **IT Infrastructure**: Widespread Wi-Fi-coverage is provided across the Campus, enabling students and faculty to access the Internet from various locations, including classrooms, libraries, laboratories, and common areas, A Fibre-optic Cable Network System that links 8000 LAN points and 850 Wi-Fi points, ensures optimal Internet Connectivity. Investment in the latest Networking Equipment and Software is done to enhance connectivity and address any potential issues. These upgrades include Hardware, Software Patches and Security-feature Enhancements to maintain a secure and efficient network
- **Maintenance of Facilities**: Well-defined Policies, Processes and Procedures for Maintaining and Utilization of physical, academic, and support facilities, is ensured through a blend of Standard Operating Procedures in place, to regulate the Maintenance and Upkeep of all these and to ensure optimal operations.

Student Support and Progression

- Recognizing the importance of Career Guidance, the University provides comprehensive Career Counselling Services to its students, through the services of a Career Counselling Guidance Cell and a Cell for Competitive Examination Guidance, both, aimed at giving a path to Career Planning and Development.
- The Career Counselling Cell offers individual Counselling Sessions, Group Workshops and Seminars on topics such as Resume-writing, Interview Skills, and Career Planning.
- E-counselling is also made available through an Online Platform, on University ERP, whereby students can access Career Counselling Services remotely. This includes Virtual Career Counselling Sessions, Online Career Assessments and Webinars conducted by Industry Experts.
- Specialized coaching and support to students aspiring to excel in competitive exams is available. This includes guidance for National-level Entrance Examinations such as GATE, CAT, GMAT, UPSC, Judicial Services etc. Collaboration with External Agencies and Organizations offers Coaching Session to prepare for Competitive Examinations.
- University ensures adequate Student-representation and Engagement in Academic and Administrative

Decision-making Processes and thus follows a participative management practice with Student Community representing in IQAC and other council.

- Section-wise Class Committees along with the Student Advisory Committee Members have regular Interactive Sessions with Senior Officials of the Schools/University to address student-centric issues, if any, ensuring a cohesive Working Student-Management Ecosystem.
- Open Forum Sessions, once per Semester are conducted with students in batches of 600-700, Department-wise, to apprise them of the progress of the University, and to listen to Student-feedback and suggestions regarding teaching-learning and support services, any pending issues etc.
- Clubs and Committees are managed and operated, largely, by Students, under the guidance of Faculty-mentors, to manage and operate around 30 Clubs and Committees towards proactive Student-involvement in the affairs of the Student Community.

The Alumni Association of the University is in place and effectively functions as the bridge between the University, its Current Students and the Industry, and works to foster life-long relationship with the Alma mater.

Governance, Leadership and Management

- The Governance and Leadership Practices, at PU are firmly rooted in its Vision and Mission Statements, and are in alignment with the evolving National Higher Educational-landscape and to the principles of the National Education Policy 2020.
- Identifying and institutionalising "Sustained Institutional Growth", "Decentralization", and "Active Participation in Institutional Governance" as Drivers of Innovation, Transparency, and Accountability, PU has adopted a culture of Participatory Governance through a process of "Shared Responsibility" and "Collaborative Decision-making", thereby valuing diverse perspectives of all stakeholders.
- Continuously-monitored Short-term and Long-term Perspective strategic Institutional Plans are in place, focussing on key areas like Academic Excellence, Research and Innovation, Infrastructure Development, Student-support Services, and Industry Collaborations, towards realizing its Long-term Vision and Mission.
- Statutory Bodies like Board of Governors, Board of Management, Academic Council, Research and Innovation Council, Finance Committee and Boards of Study function effectively and efficiently, and regulations and Policies that govern various aspects of its operations, like Academic Affairs, Research, Administration, Finance, Human Resources, Student Affairs, and Quality Assurance, are in place
- The Administrative Set-up of PU is designed to facilitate efficient governance and decision-making, with clear reporting lines, well-defined roles and responsibilities backed by effective coordination mechanisms among all of its Administrative Units.
- Service Rules that cover various aspects of Employee -conduct, Performance Evaluation, Promotion-criteria, Grievance-redressal and Disciplinary Procedures, are in place. Through well-defined Policies, an efficient Administrative Set-up, Transparent Appointments, Adherence to Service Rules and Procedures and the Active Engagement of Institutional Bodies, the University ensures successful implementation of its Policies and regulations.
- Well-designed Mechanisms for a Comprehensive Performance Appraisal System for all its employees along with effective welfare measures, and opportunities for Career-development and Progression ensure harmony at workplace.
- Comprehensive Resource Mobilization Policy and a Set of Procedures have been structured to ensure the optimal utilization of resources and to secure additional funds beyond fees.
- A Comprehensive System of Internal and External Financial Audits are in place, to ensure probity,

accountability and compliance.

- The IQAC, has been efficient and effective in reviewing, at periodic intervals, the Teaching-learning Process, Structures and Methodologies of Operations, and Learning Outcomes, thereby resulting in the establishment of several good practices being developed, towards improving the quality of education and support services at the University.

Institutional Values and Best Practices

- Gender-equity is promoted to ensure an Inclusive Campus-environment, by integrating Gender-sensitization into Curricular and Co-curricular Activities, providing dedicated Facilities for Women, and by establishing a robust Grievance-redressal Mechanism, equal opportunities, safety, and well-being for all members of the University Community.
- Gender Audit, is in place to assess and address Gender-disparities, if any and ensure a Philosophy of "Equal-opportunity for All", across the University-community
- Waste Management is seen as an integral part of its Sustainability and through a robust Waste Management System, environmental impact of its operations is aimed to the preservation of the Environment and the overall well-being of the Campus Ecosystem.
- Green Campus initiatives are reinforced by ensuring sustainable transportation, reducing plastic usage, promoting green landscaping, and implementing conservation measures thereby inculcating a sense of environmental responsibility among its students, faculty, and staff.
- Availability of ramps, accessible washrooms, comprehensive signage, assistive technology, and human assistance, assists individuals with disabilities to participate fully in educational activities, access to information, and to navigate the campus with ease, thereby fostering inclusivity, empowerment, and equal opportunities especially for *Divyangajan.*
- Students and Employees are sensitized to their Constitutional obligations, namely Values, Rights, Duties, and Responsibilities of Citizens as enshrined in the Constitution of India.
- The Best Practice of Institutional Social Responsibility adopted to foster Social Inclusiveness has served as a valuable model for other institutions aiming to promote social inclusiveness and community engagement. Sharing our experiences and lessons learnt can facilitate the replication and scaling of these Practices in diverse Educational-contexts.
- The Best Practice of a Fully Automated Examination and Evaluation System to lend efficiency to the University Operations, has resulted d in increased transparency and efficiency across campus in the conduct of Examinations, thereby empowering Administrators to make informed decisions based on accurate and up-to-date data.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	PRESIDENCY UNIVERSITY, BENGALURU
Address	Ittagalpura, Rajanakunte,Yelahanka, Bengaluru -560 064
City	BENGALURU
State	Karnataka
Pin	560064
Website	www.presidencyuniversity.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	D Subhakar	080-23093500	9886964215	080-2309350 2	badrihs@presidenc yuniversity.in
IQAC / CIQA coordinator	Badri H S	080-23093501	9845215960	080-2309350 3	badrihs@presidenc y.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	08-08-2015
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	14-09-2016	[View Document](#)
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	Ittagalpura, Raja nakunte, Yelahanka, Bengaluru -560 064	Rural	40	134384.4	Forty Nine		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

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

SRA program	Document
AICTE	104411_3582_1_1687428765.PDF
BCI	104411_3582_8_1687418417.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	86				98				680			
Recruited	60	26	0	86	43	55	0	98	270	410	0	680
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				121
Recruited	88	33	0	121
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				23
Recruited	20	3	0	23
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.	60	26	0	43	55	0	157	291	0	632
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	113	119	0	232
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

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Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NOT APPLICABLE	N A	N A

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	1693	1021	4	4	2722
	Female	945	459	1	1	1406
	Others	0	0	0	0	0
PG	Male	469	136	0	0	605
	Female	245	106	0	0	351
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	7	2	1	0	10
	Female	18	5	0	0	23
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Research	[View Document](#)
School Of Commerce And Economics	[View Document](#)
School Of Computer Science And Engineering	[View Document](#)
School Of Design	[View Document](#)
School Of Engineering	[View Document](#)
School Of Information Science	[View Document](#)
School Of Law	[View Document](#)
School Of Management	[View Document](#)
School Of Media Studies	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Presidency University [PU] is already a multidisciplinary/Interdisciplinary institution. Further, PU envisages to incorporate the transformative changes as desired in the NEP 2020 both in letter and spirit. The institution has chalked out plans to transform itself into the desired holistic multidisciplinary institution through its Institutional Perspective Strategic Plan for the next 5 years. This involves breaking down the traditional silos between different academic disciplines and fostering collaborations and interactions among faculty and students from diverse domains. The institution has already adopted OBE and CBCS curriculum and is has been in the process of providing opportunities for its Learners to indulge in inter- and cross-disciplinary learning experiences, including in the fields of Design, Culture and Liberal education, to truly becoming holistic.
2. Academic bank of credits (ABC):	The institution has taken several initiatives to fulfil the requirements of the Academic Bank of Credits (ABC) as proposed in NEP 2020. A Credit Recognition Committee (CRC) has been established. The initiatives include the development of a system and process by which students are facilitated through the generation of their ABC ID cards to bank their credits. The institution has also established guidelines and procedures for the transfer and accumulation of

	credits, ensuring transparency and consistency in credit recognition.
3. Skill development:	The institution has made significant efforts to embed vocational education and soft skills within a curriculum aligned with National Skills Qualifications Framework (NSQF). It offers various courses and learning initiatives aimed at enhancing students' employability skills along with experiential learning in specific vocational areas like Life Skills. The institution has collaborated with industry partners and experts to ensure the relevance and concurrency of the skills being imparted and included courses like Foundations of Industrial VLSI Design, Digital Design and Verification, Design for Testability etc in consultation with Industry.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution has developed a comprehensive strategy to integrate the Indian Knowledge System (IKS) into the curriculum, both through offline and online courses. This strategy involves incorporating elements of Indian languages, culture, and traditional knowledge into the teaching and learning process. The institution offers courses through the well-defined CBCS system which aims specifically to infuse Indian languages, literature, history, philosophy, arts, and cultural practices in its programmes. It also ensures that the content and pedagogy reflect the diversity and richness of Indian culture and incorporates indigenous teaching methodologies and practices. Some of the courses are offered online using platforms like SWAYAM/NPTEL. This content is available in multiple Indian languages, making it accessible to a wider range of learners.
5. Focus on Outcome based education (OBE):	The institution has undertaken various initiatives to transform its curriculum towards Outcome-Based Education (OBE). These initiatives involve a comprehensive review and redesign of the curriculum to align with the desired learning outcomes. The institution establishes clear program objectives and defines the expected learning outcomes for each course. The curriculum is then structured and organized around these outcomes, ensuring a coherent progression of knowledge and skills acquired throughout the program. The institution has implemented several efforts to capture Outcome-Based Education (OBE) in teaching and learning

	practices. These efforts include: - Designing learning activities that directly align with the desired learning outcomes, ensuring that students are actively engaged in acquiring the knowledge, skills, and competencies specified in the curriculum. - Implementing formative and summative assessments that assess students' attainment of the learning outcomes. Assessment methods include assignments, projects, presentations, exams, and practical demonstrations. - Providing timely and constructive feedback to students, highlighting their strengths and areas for improvement in relation to the learning outcomes. - Encouraging self-assessment and reflection among students, promoting their ownership of the learning process and fostering a deeper understanding of the learning outcomes. - Incorporating innovative teaching methodologies, such as experiential learning, case studies, simulations, and problem-based learning, to enhance students' engagement and application of knowledge in real-world contexts.
6. Distance education/online education:	The institution recognizes the potential of offering vocational courses through Open and Distance Learning (ODL) mode. However, at this juncture, the institution is not qualified to offer ODL programs. The institution has plans in the future to develop interactive and multimedia-rich online modules that cover various vocational areas, providing learners with flexibility in terms of time and location. Further, the institution has invested in digital learning platforms to support online education at the campus level. This platform serves as a centralized hub for accessing online courses, resources, and support services. The institution ensures that the platform is user-friendly and provides a seamless learning experience for students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institution has taken the initiative to establish an Electoral Literacy Club (ELC) within the university. The purpose of the ELC is to promote awareness and understanding of the electoral process among students and the wider community. This club also helps celebrate constitution day on campus and thus inculcates constitutional values amongst the student

	community.
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?	The university has appointed student coordinators and coordinating faculty members to oversee the functioning of the Electoral Literacy Club [ELC]. These coordinators play a crucial role in organizing and implementing various activities and initiatives related to electoral literacy. The ELC is functional and actively engages students in promoting voter registration drives and highlights the importance of voting and electoral reforms. The ELC strive to be representative in character, ensuring participation from students of diverse backgrounds and disciplines. Efforts are made to involve students from various academic programs, including social sciences, law, management, and humanities, to ensure a holistic and inclusive approach to electoral literacy.
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.	The ELC undertakes a range of innovative programs and initiatives to promote electoral literacy. These initiatives include the voluntary participation of students in electoral processes, such as voter registration drives within the student community and the communities they belong to. The ELC also collaborate with district election administrations to assist in the conduct of polls, raising awareness about the importance of ethical voting, and promoting voter awareness campaigns. Moreover, the ELC focuses on enhancing the participation of underprivileged sections of society, including transgender individuals, disabled persons, and senior citizens. Special initiatives are undertaken to ensure their inclusion in the electoral process, such as organizing awareness programs tailored to their specific needs and collaborating with relevant organizations to address their concerns and challenges.
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.	The university actively engages in socially relevant projects and initiatives related to electoral issues through its outreach services. The law school conducts research in the area of Electoral reforms specifically pertaining to anti-defection law. Through ELC, the university brings out publications highlighting the institution's contribution to advancing democratic values and promoting participation in electoral processes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	The university, through the ELC, makes efforts to identify and register eligible students as voters. The

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	ELC organizes campaigns and awareness programs to educate students about the importance of voter registration and guide them through the registration process. The extent of students above 18 years who are yet to be enrolled as voters is regularly assessed, and targeted efforts are made to institutionalize mechanisms that facilitate their registration as voters. These mechanisms include collaborations with local election authorities, provision of registration facilities on campus, and assistance in completing the necessary documentation for voter registration.

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
15712	14057	11636	9269	6491
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
3877	3272	2298	1431	719
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
864	699	650	516	358
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: 864

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
17325.20	11389.06	8668.16	10833.85	6814.70

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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:

Presidency University (PU) is committed to developing and implementing curricula of all its Programs, to cater to local, national, regional, and global developmental needs. The University believes that education should not only provide knowledge but also equip students with the essential skills, competencies and attitudes required to tackle contemporary challenges. The Systematic Curriculum-design Process as adopted, ensures that Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) reflect this commitment, to ensure relevance. POs for Engineering Programs align with those defined by the National Board of Accreditation and POs of all other Programs are designed to encompass the respective domains of Knowledge, Professional-skills, Positive Attitudes and Ethical-behaviour.

PU meticulously adopts the curricula as framed by the Statutory Regulatory Authorities (SRAs), such as the Learning Outcome Curricular Framework (LOCF) of UGC and Course Curricular Framework (CCF) of the Higher Education Council of Karnataka. Various components of Outcome Based Learning Model are designed and approved by respective Departmental Academic Committees (DACs), Boards of Studies (BoS) of the respective Schools and finally the Academic Council (AC) of the University.

At PU, identifying, understanding, and responding to the needs of the local community take precedence. The Curricula incorporate local perspectives, culture, and socio-economic factors. For example, Business Management Programs focus on Entrepreneurship and Sustainable Development, to address locally relevant economic challenges leading to enhanced employability opportunities. The POs, PSOs, and COs of these Programs are aligned to ensure the acquisition of specific skills and knowledge related to the local business environment.

The University is also committed to its responsibility towards national development. The Curricula are designed to align with the national priorities and emerging trends across various sectors of the Economy, Regular revision and updating of the Curricula is in tune with technological advancements, industry trends/demands and Governmental Policy- changes. This prepares the graduates to contribute meaningfully to the nation's development. The POs, PSOs, and COs encompass relevant national mission objectives such as digital literacy, research and innovation, and ethical practices.

PU places equal importance on addressing regional and global developmental needs. The Curricula include components that foster a blend of global perspectives and intercultural understanding. Courses on cross-cultural, global issues and international relations, broaden students' knowledge horizons. The POs, PSOs, and COs of these Programs drive the development of global competencies and a deep

understanding of global challenges.

The Program design at PU ensures a balance of foundational, core, discipline-specific elective courses, along with ability-enhancement and skill-development courses. These, collectively provide the students with a well-rounded education necessary for successful careers. The development of curricula involves meticulous planning and stakeholder involvement. This feedback is useful for adaptation and refinement of the Curricula to meet the changing developmental needs. Inputs from students, faculty, employers, and alumni shape the curricula to a large extent. Experts from prestigious institutes also contribute through their participation in the Boards of Studies (BoS) and Academic Council (AC), enriching the curriculum with relevant and diverse perspectives. Surveys, Focus Group discussions, and Alumni interactions render the curricula effective and current.

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:

PU is committed to providing its Learners with a comprehensive and relevant education as evidenced by the intertwining of employability, entrepreneurship and skill development courses within the Programs and the attendant Curricula, offered. This focus of the University ensures that students are well-equipped to meet the demands of the contemporary job market. PU is dedicated to incorporating contemporary knowledge and skills, into its course syllabi, thereby, enhancing the employability quotient of its graduates.

The Programs offered by PU are carefully designed to enhance the employability of its graduating students by transforming them into Industry-ready, towards a fulfilling career. The University understands the importance of providing students with a strong foundation in their respective fields of specialization, while simultaneously equipping them with the abilities, skills and knowledge that employer's value. The curriculum is regularly reviewed through industry consultation and updated to incorporate state-of-the-art requirements of the cutting-edge Industry. This ensures that students graduate with up-to-date domain-specific knowledge coupled with an innate ability to adapt to evolving professional landscapes.

Entrepreneurship is a key focus at the University and the Programs offered reflect this commitment and recognizes the importance of nurturing an entrepreneurial mindset and equipping students with the skills needed to succeed in a competitive business environment. Entrepreneurship Courses and Workshops are integrated into the Curriculum, allowing students to explore their innovative potential, develop business

plans, and learn from successful entrepreneurs. The University also provides resources and support for aspiring entrepreneurs, including access to an Incubation Centre **(Presidency Launchpad),** Mentorship Programs and Networking Opportunities.

Skill development is another integral part of the Programs, offered by the University. It aims to equip its students with a diverse set of skills that are essential for success in the modern workplace. Courses and Workshops on Leadership, Communication, Critical- thinking, Problem-solving and Teamwork are integrated into the Curriculum-Design. Additionally, the University collaborates with Industry-partners to identify and incorporate industry-specific skill-enhancing Modules, into the Syllabi to make the Students Industry-worthy and Domain-relevant.

Recognising the need to keep the various **course Syllabi relevant and aligned with contemporary industrial needs, e**ach School interacts with both Industry-experts, directly or through its Placement Cell and with Academic Experts through Direct-contacts, Research networks, Collaborative Arrangements [MOU] and so on. The Faculty-members and Members of the Departmental Academic Committees, discuss the inputs and suggestions in detail and suggest suitable changes and improvements to the appropriate Board of Studies. They actively engage in professional development activities, attend conferences, and participate in workshops to stay abreast of the latest advancements in their respective fields.

PU also values feedback from students, alumni, industry professional and recruiters. Regular surveys and evaluations are conducted to assess the effectiveness of the Programs and gather input for further improvement. This process enables incorporation of the Industry needs and their integration into the respective curriculum, towards a more relevant and comprehensive education-impart. Many new-age courses such as Front-End Full Stack Development, Java Full Stack Development, Net Full Stack Development, Design for Testability, Foundations of Industrial VLSI Design, Digital Design and Verification, and Product Life Cycle Management are added through specific requests from many, not the Industry-partners.

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: 71.68

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

Response: 1716

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 2394

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:

Presidency University recognizes the significance of a **holistic educational experience** in achieving academic excellence, aligning with its overarching vision. To this end, the institution is steadfast in integrating crosscutting issues into its Curricula, ensuring that students not only acquire specialized knowledge but also develop a profound understanding of their ethical and social responsibilities.

Central to this educational approach is the inculcation of **Professional Ethics.** The university firmly believes that professional success should be firmly rooted in a strong ethical foundation. Courses such as "Professional and Business Ethics", "Professional Ethics and Professional Accounting System" and " Media Laws and Ethics" "Cyber Law" engage students in meaningful dialogues, case studies, and discussions that foster critical insights and moral reasoning. Distinguished guest speakers, including renowned personalities such as **Dr Pankaj Mittal**, Secretary General, AIU; **Prof. Ashok Jhunjhunwala** President, IIT Madras Research Park, IIT Madras Incubation Cell and RTBI, are regularly invited to inspire and instil strong professional ethics and values in both students and faculty members.

Gender Equality and Human Rights are integral components of the Educational Ecosystem at Presidency University, seamlessly woven into the Curriculum. Courses such as "Gender and Society in India" and "Law on Sexual Harassment" address critical issues related to gender equity, enabling

students to grasp the challenges faced by marginalized groups. Extensive Gender-sensitization Workshops further promote equal opportunities for women and sensitize students to the importance of Gender-sensitivity and Equality.

Environmental Consciousness and Sustainability are fundamental tenets embedded within the Curriculum. Courses such as "Environmental Science and Disaster Management" and "Renewable Energy Systems" help students acquire knowledge about environmental challenges, resource conservation, and sustainable practices. The University actively cultivates environmental awareness through sustainable practices on campus, including rainwater harvesting, sapling planting and maintaining a green campus. Moreover, students actively engage in social service activities, contributing to environmental conservation and community revitalization in adopted villages. University has established a Centre of Excellence on Sustainable Development Goals, which explores the achievement of such goals around the community.

PU places significant emphasis on the **Development of Human Values,** amongst its students. It acknowledges the importance of fostering empathy, integrity, and social responsibility. Creative platforms, such as the Euphoria, Sports Week, Clubs Meets, Invincia, and other events provide avenues for students to engage in activities that encourage understanding and appreciation of human values. The celebration of national and international events, including National Unity Day and International Yoga Day, instils a sense of pride and cultural sensitivity within the University-community.

The commitment to integrate cross-cutting issues extends beyond mere compliance with the external framework. Presidency University embraces a culture of continuous improvement, regularly evaluating and updating its curriculum to ensure relevance and responsiveness to the evolving needs of society. It Collaborates with Industry Experts, Social Organizations, and Policymakers to align its curriculum with the precepts of the **Sustainable Development Goals and the National Education Policy 2020.**

The unwavering dedication of the University to foster, a holistic educational experience, integrating crosscutting issues, and continually enhancing its curriculum, serves as a testament to its commitment to developing well-rounded graduates, equipped to address the complex challenges of the modern world.

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: 614

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](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 92.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
5370	5055	4382	4062	3180

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
4988	4761	3917	3604	3023

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
3264	2419	1813	1694	1269

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
3264	2419	1813	1694	1269

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:

Presidency University is committed to ensuring the academic growth and success of all its students. The

institution places strong emphasis on assessing the Learning-levels of its students and providing tailored additional support through specially designed programs, for both advanced learners and slow learners.

Understanding that students come from diverse backgrounds with varying levels of acquired knowledge and learning styles, PU has implemented a robust system to assess their respective Learning-levels. Through diagnostic tests, assignments, and evaluations, information about each student's strengths, weaknesses, and areas requiring additional support is gathered. These insights provide a holistic view of the student's academic abilities, allowing PU to tailor educational approaches to meet their individual needs effectively. Remediation and opportunities for higher knowledge acquisition amongst Slow Learners and Advanced Learners, respectively have been the hallmark of the University, over the years.

Support to Slow Learners:

For students who require additional support in specific subjects or concepts, the University organizes targeted Intervention- programs. These programs provide additional instructional support, including one-on-one tutoring, small-group or peer sessions, and mentoring by experienced Faculty-members. Remedial Classes, Tutorials and Focused assignments are organized to reinforce concepts and address specific areas of difficulty. University-Mentors and Teachers dedicate extra time to counsel and guide Slow-learners, providing them with additional resources such as help notes and question banks. By focusing on the areas where students need the most help, the Institution provides assistance to build a strong foundation for them.

To enhance communication and soft skills, specific classes and programs are designed for slow learners, especially those from vernacular medium backgrounds. Engaging in social events, class activities, and institutional activities further fosters their social skills and overall development. PU also maintains open channels of communication with parents, ensuring their continuous involvement and support in their child's educational journey.

Support to Advanced Learners:

In parallel, the University recognizes the importance of nurturing the abilities of the Advanced-learners and providing them with opportunities to further excel. PU offers Enrichment-programs through the MOOC Platform, to supplement the academically gifted students or those who demonstrate a keen interest in their chosen fields. These programs aim to challenge and engage students beyond the standard curriculum, allowing them to explore advanced topics, conduct research, and participate in specialized projects. By fostering intellectual curiosity and academic excellence, such students are encouraged to reach their full potential.

Advanced learners benefit from close collaboration with Industry Professionals, Guest lectures, and Educational Tours, enhancing their Practical Understanding and Industry Connections. Internship opportunities, as well as Mentorship Programs provided by the Presidency Launchpad, assist these students in gaining valuable real-world experience.

Faculty Development:

To ensure that the Programs offered by the University effectively cater to the differential Learning needs of the students, a supportive and inclusive Learning-environment is maintained. Faculty members undergo continuous professional development to widen their teaching methodologies and strategies.

They employ innovative instructional techniques, such as differentiated instructions, adaptive learning technologies, and experiential learning approaches, to engage students at various levels of learning and to accommodate diverse learning styles.

By offering these comprehensive programs and initiatives, PU strives to create an environment where all students can progress academically, intellectually, and personally.

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: 18.19

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:

Student-Centric Methods

PU believes in providing an enriching and engaging educational environment that focuses on student-centric methodologies of Teaching and Learning. It is understood that traditional Classroom Lectures alone are not sufficient to foster holistic development nor to prepare students to face real-world

challenges. Therefore, pedagogies such as Experiential-learning, Participative-learning, and Problem-solving Methodologies are adopted to enhance the learning experiences of students. Efforts are continuously made to enhance overall learning, supported by the extensive usage of ICT-enabled Tools and other Online Resources. The University has also fine-tuned its Classroom Management and Content Delivery Methodologies to include Blended Classroom concepts, which has made Student-centric learning equally rewarding.

Experiential Learning

Experiential-learning is at the core of the Institutional Educational Philosophy. Moving beyond traditional Classroom Lectures, students are engaged through hands-on activities. By incorporating 'Learning by Doing', Activity-based Learning, and Project- driven Learning, in their Curriculum Framework, students gain practical skills and knowledge beyond the textbooks. The use of Real-world Simulations develops critical thinking, problem-resolution skills, and a deep understanding of their chosen fields. One of the Flagship experiential project-based learning is "Innovative Project" for students in their First Year of the Academic Journey, to explore the advantages of IoT and Programming with the help of **Raspberry Pie and Arduino Board**.

Participative Learning

Participative learning is another key component. The University fosters collaboration, idea exchange, and peer learning in vibrant classrooms. Discussions, Group Activities, and Role-plays create an inclusive Learning-community. Additionally, PU offers numerous extracurricular and co-curricular activities like Conferences, Seminars, Workshops, and Technical Events, allowing students to explore interests, showcase talents, and develop leadership skills.

Problem-solving Methodologies

Problem-solving Methodologies are integrated into the curriculum. Projects, Hackathons, and Internships enable students to apply concept-driven theoretical knowledge to practical situations thereby enhancing problem-solving abilities and fostering innovation. Research-based learning, Case Studies, and Challenging Assignments develop Higher Order Critical Thinking and Creativity.

ICT-Enablement

The Faculty-members are encouraged to use ICT-enabled Tools and other Online Resources towards ensuring an effective teaching-learning process. Equipped with Smartboards, LCD Projectors, and High-speed Internet, the Classrooms facilitate Interactive Digital Learning. The Comprehensive Learning Management System (LMS) provides seamless access to course materials, online assessments, and collaborative tools hence, enhancing communication and resource sharing.

Faculty members receive regular training and participate in Workshops to effectively utilize ICT-enabled Tools, stay updated with emerging technologies and enhance the value of the teaching and learning process.

Students benefit from a wide range of Online resources, including Research Databases, E-journals, and E-books. Virtual labs, in collaboration, with renowned institutions offer practical skills in a virtual environment. Web-conferencing Tools facilitate the conduct of virtual classes, interactive discussions

and academic collaborations.

Continuous assessment and feedback are essential for student growth. PU deploys innovative ICT Tools for Online Assessment, Feedback-generation and Progress-tracking. This comprehensive Feedback-mechanism ensures ongoing support throughout the academic journey of the students. PU prioritizes digital teaching-learning methods, providing access to Online Platforms, Digital Libraries and Plagiarism-detection Tools.

By integrating student-centric methods, leveraging ICT-enabled tools, and embracing innovation, PU creates a dynamic and enriching Learning-environment. The commitment of the University to excellence in preparing students for successful careers and lifelong learning remains paramount.

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:

Importance

PU has recognized the importance of providing guidance and support to students not only in their academic pursuits but also in their overall well-being. To address both academic and personal - including psychological issues (If any), the University has put in place an effective Mentor-Mentee Scheme. This plays a vital role in providing a supportive and nurturing environment for students, ensuring their holistic development and success.

Mentor-Mentee Scheme

The Mentor-Mentee Schemes at University are designed to establish a strong bond between experienced Faculty-members and Students, creating a platform for mentorship and guidance. The University carefully selects, for the role of Mentors, Faculty members who possess excellent communication skills, empathy, and a genuine interest in helping students. The University also has in place, effective peer mentoring with academically advanced Students who have demonstrated a marked inclination to assist other students in meeting their academic targets.

Academic Support

Academic support is a key component of the Mentor-Mentee Schemes at the University. Mentors assist students in navigating their academic journey by providing guidance on desired Course-selection,

suitable Study-techniques, effective Time-management, and adequate preparation for Examinations. They help students identify their strengths and weaknesses, develop effective Study Plans, and set realistic goals. Mentors also offer assistance in understanding complex concepts, clarifying doubts, and recommending additional resources for further learning. By providing personalized attention and academic guidance, the Mentor-Mentee Scheme contribute to the academic progression and overall growth of the students.

Addressing Student-related Psychological Issues

In addition to academic support, the Mentor-Mentee Schemes also address student-psychological issues. Mentors at University are trained to be attentive and responsive to the emotional well-being of their mentees. They create a safe and inclusive space where students can freely express their concerns, anxieties, and challenges. Mentors provide a compassionate ear, offering emotional support, and helping students develop coping mechanisms to manage stress and personal difficulties.

As the university maintains a qualified and trained counsellor, mentors may also refer students to appropriate counselling services or mental health professionals if needed. The Mentor-Mentee Schemes promote a sense of belonging, fostering a supportive community that values student well-being.

Maintaining Records

Regular interactions between Mentors and Mentees are encouraged to build a strong Mentorship relationship. These interactions may take the form of One-on-One Meetings, Group Discussions, Workshops, or Informal Gatherings. The University has developed an Online Mentors' Consultation Diary, to record these interactions. They also help students explore their interests, identify potential career paths and make informed decisions about their future.

To ensure the effectiveness of the Mentor-Mentee Scheme, University implements a structured Monitoring and Evaluation System. Feedback from both Mentors and Mentees is collected periodically to assess satisfaction levels, identify areas of improvement, and make necessary adjustments. The University organizes Training sessions for Mentors to enhance their Mentoring skills, keep them updated with the latest educational practices, and provide them with resources to better support their mentees.

The Mentor-Mentee Scheme at University has proven to be instrumental in creating a nurturing and supportive environment for students. These schemes not only address academic challenges but also focus on the overall well-being of students, promoting their personal and professional growth.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

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: 95

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
901	779	666	529	366

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: 73.03

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: 631

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 16.23

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

Response: 14020

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: 10.8

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
9	9	8	9	19

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: 0.18

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
48	107	41	21	14

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
35315	32185	25926	20681	16147

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:

Commitment:

PU is committed to providing quality education and fostering the holistic development of its students. The University takes pride in its Outcome Based Education (OBE) approach, which ensures that Learning Outcomes, both generic and program-specific, are integrated into the Assessment Process. Additionally, it places great importance on evaluating the attainment of these outcomes to gauge the effectiveness of its OBE System.

Alignment of Vision, Mission and POs:

Every department has defined its Vision, Mission, and Program Outcomes (POs) that align with the organisational goals of the University. The POs are carefully designed to encompass the knowledge, skills, attitudes, and values that students should acquire upon completion of their programs. These outcomes are formulated using revised Bloom's Taxonomy, ensuring a comprehensive and holistic approach to learning.

To guarantee the effectiveness of the OBE implementation, Faculty-members undergo regular Training Sessions and Workshops. These Training Programs equip them with the necessary knowledge, skills and competencies to align their teaching methodologies, assessment strategies, and course materials with the defined POs. The Faculty-members also utilize appropriate pedagogy and Bloom's Levels to ensure that the Course Outcomes (COs) are achieved through the effective Learning-experience of the students.

CO-PO Mapping:

The University utilizes a Learning Management System (LMS) coupled with specialised software for **mapping COs-POs** and computation of attainment levels of Learners. Various assessment methods, including formative and summative assessments, are mapped to the COs to evaluate the academic progress of the students and their attainment of the desired Learning outcome. The Assessment-rubrics are developed to measure student performance effectively and by providing detailed feedback for improvement.

The University has in place a Comprehensive **Curriculum-map** that demonstrates the alignment between the POs, COs, and Individual Courses. This mapping ensures that all POs are adequately addressed throughout the Curriculum, leaving no outcome unattained. The curriculum is regularly reviewed and updated based on the analysis of student performance and feedback, thereby ensuring its relevance and alignment with the desired outcome.

CO-PO Attainment:

The computation of Course Outcome (CO) and Program Outcome (PO)-attainment at Presidency University is a meticulous process. It involves analysing student performance in various modes of assessments, aligned with the desired outcome. By comparing the Outcome Attained to the Expected Outcome, the Institution computes the fact of CO-PO -attainment. This computation provides valuable insight into the effectiveness of Academic Programs and helps identify areas for improvement. Presidency University employs a systematic approach duly integrated with appropriate ICT Tools towards ensuring accurate and reliable measurement of CO-PO-Attainment, reinforcing its commitment

to delivering Quality Education.

Transparency and Publicity:

PU strongly believes in transparency and effective communication. The Learning outcome, including the POs and COs, are widely publicized through the Official Website of the University, on Online Portals and through other relevant documents. Students have access to detailed Course Handouts that clearly outline the objectives, outcome, and assessment criteria for each Course. The University also organizes Orientation Programs and Mentorship Sessions to familiarize students with the Learning outcomes and provide the necessary guidance to achieve them.

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: 91.54

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

Response: 3549

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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:

Presidency University aspires to become a leading institution for Research and Innovation. The establishment of the **Research and Development Cell (R&D)** sets it apart, providing a supervisory mechanism for Research-centric activities. The R&D drives the development of cutting-edge Research Facilities and implements a well-defined policy to foster research among faculty and students. The **Research and Consulting Division (URCD)** of the University handles operational aspects of Research based on Regulations approved by the R&IC and ratified by the Board of Management.

Presidency University recognizes the critical role of contemporary Research Facilities in advancing the frontiers of advanced knowledge, through a mechanism of the planned build-up of Research Labs and provision of Seed Fund Grants to Faculty. As a result, several Advanced Laboratory setups with Cutting-edge Equipment, and Sophisticated Instrumentation have been established to provide an environment conducive to high-quality research.

Some of these upgraded Research Labs are:

1. Materials Research Centre

2. Power Electronics

3. Advanced Computing Centre

4. Sophisticated Instrumentation Centre

5. Advanced Technology Research Centre

Further, the institution takes great care to ensure that its **Research Facilities are frequently updated** to meet the evolving needs of various disciplines.

The University conducts regular assessments of its Research Infrastructure to identify areas for improvement and investment. This proactive approach ensures that the research facilities remain at the forefront of scientific and technological advancements. Whether it is in the fields of engineering, management, law and sciences, Presidency University strives to provide its faculty and students with the necessary resources to conduct impactful research.

Presidency University has developed **a comprehensive and well-defined Research Promotion Policy** that guides and supports faculty and students in their Research--endeavours. This Policy is formulated through extensive consultations with Domain Expert, Members of the Research and Innovation Council

and other associated Stakeholders to ensure its effectiveness and alignment with National and International Research Standards.

The Research Promotion Policy encompasses several key aspects, including Financial Support, Infrastructure Positioning, Mentoring and Guidance, Publication Incentives and Collaborations with External Research Organizations. This Policy aims to create a Support-ecosystem that encourages and nurtures a Research-oriented Culture within the University. The Infrastructure offered to foster Research-related action has been both Tangible and Support-based. No efforts have been spared to add floor space to the Research and Innovation Department coupled with a Top-Down Culture of Research being the mainstay of the University, pari passu with Academic Rigour.

Presidency University is committed to **implementing the Research Promotion Policy, effectively**. The Institution established dedicated Research Centres that oversee the implementation and management of Research-centric Initiatives across disciplines. These Centres act as facilitators, providing support, guidance, and necessary resources to Researchers.

Furthermore, the University actively encourages Faculty-members to seek Research Grants and Collaborations with External Funding Agencies and Industry Partners. Such initiatives not only provide financial support but also enhance the visibility and impact of the research conducted at Presidency University.

The availability of the Research Promotion Policy on the Institutional Website promotes transparency and inclusivity, enabling stakeholders to make informed decisions and take advantage of the opportunities and support provided. Through the effective implementation of the Research Promotion Policy, Presidency University fosters a Research-oriented culture.

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: 52.08

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
88.68	91.80	8.61	39.48	31.83

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: 24.54

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: 212

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: 45.13

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

Response: 88

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

Response: 195

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: 536.33

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](#)

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: 2.04

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

Response: 1763

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](#)

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:

Presidency University has established an **Ecosystem that fosters Innovation and embraces the Indian Knowledge System (IKS)**. With a focus on creating and transferring technology and knowledge, the University has implemented various initiatives that highlight the **importance of Intellectual Property Rights (IPR), establish dedicated IPR Cells, and provide Resources for Incubation and Innovation.**

The University has established **an Indian Knowledge System Cell,** a dedicated initiative to promote and preserve indigenous knowledge, traditions, and practices. This Cell integrates the rich cultural heritage of the country into Academic and Research Activities. By recognizing the value of indigenous knowledge systems, the University demonstrates its commitment to embracing and nurturing the diverse intellectual traditions that can drive Research and Innovation in these areas.

Presidency University recognizes the significance of **Intellectual Property Rights in protecting and promoting innovation.** To disseminate information about IPR, the Institution has placed a strong emphasis on creating awareness. Workshops, Seminars and Training Programs are organized regularly to

educate the Academic Community about the importance of IPR and its role in the Innovation Ecosystem

Presidency University has **established a dedicated IPR Cell** to support and facilitate the protection of Intellectual Property. The IPR Cell serves as a Central Resource and Point of Contact for Researchers and Inventors/Innovators, seeking guidance on patenting their innovations. The Cell assists in navigating the complex process of filing patents, conducting patent searches and understanding the legal aspects of intellectual property.

Presidency University has recognized the significance of nurturing entrepreneurial talent and fostering the transformation of innovative ideas into practical applications. To facilitate this, the University has **set up an Incubation Centre called "Presidency Launchpad"** that provides resources and support for startups and Entrepreneurial Ventures. This Centre offers Infrastructure Facilities, Mentorship Programs, access to Funding Networks and Expert Guidance to help budding entrepreneurs bring their ideas to Business Mode.

Initiatives for Creation and Transfer of Technology/Knowledge:

1. Collaboration with Industry: The University actively collaborates with Industries and Organizations to bridge the gap between Academia and the Corporate World. Such Partnerships and Joint Research Projects lead to the creation of Innovative Solutions and the Transfer of Technology and Knowledge to Industry.

2. Research Funding: Presidency University encourages Faculty Members and Researchers to apply for External Research Funding from Government Agencies, Industry and other Funding Bodies. By securing Research Grants, the University promotes Cutting-edge Research and Innovation, facilitating the creation and transfer of technology and knowledge.

Outcomes of the Institutional Ecosystem:

The Outcomes of initiatives of Presidency University are evident in the achievements and impact made in the areas of Innovation, Technology, and Knowledge Transfer. The Institution has seen an increase in the 125 number of patents filed and 07 granted, showcasing the recognition and protection of Intellectual Property. Moreover, the Incubation Centre has supported the development of 15 number of successful startups and Entrepreneurial Ventures, contributing to the Socio-economic growth of the region.

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: 104

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: 10

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](#)

Other Upload Files	
1	[View Document](#)

3.4.3

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

Response: 5.16

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

Response: 98

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

Response: 19

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: 2.01

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

Response: 1734

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](#)
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.5

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

Response: 10.75

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

Response: 9287

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](#)

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: C. Any 3 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

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

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

3.5 Consultancy

3.5.1

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

Response: 208

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
208	0	0	0	0

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

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:

Presidency University has a basic tenet in its vision "**concern and care for society**" following which it is committed to having a strong connection with the Neighbourhood Community and promoting social responsibility among its students. Over the past five years, the University has undertaken various Extension Activities that have had a significant impact on the community and have sensitized students to social issues while fostering their holistic development. Here are three important activities:

1. Legal Aid Activity on Sexual Harassment of Women

2. Workshop on tobacco control India

3. Cancer Awareness Awareness Drive

One of the key initiatives of the University is its active involvement in the National Service Scheme (NSS) and National Cadet Corps (NCC), which encourage student volunteers to engage in social services. Through these Wings, Students have actively organized and participated in a wide range of activities aimed at promoting an overall integrated development and addressing social issues. The following are the major achievement of these wings:

1. Major Achievement of NSS

- Flood Relief Kerala-Coorg
- Pulso Polio Abhiyan
- Grocery kit Distribution during COVID-19
- COVID-19 Vaccination
- Importance of education at Dibbur Village
- Teachup
- Ektha Diwas
- Awareness of No Plastic Use and Green Campus Initiative

1. Major Achievement of NCC

- 4 cadets have completed Talsena Camp -IV at Tumkur
- Under Officer Nitin Kumar and 3 cadets have lead Republic Day Parade Karnataka state with His Excellency Governor of Karnataka

The University has organized numerous Awareness Campaigns, Workshops, and Events in collaboration with Academic units and Student Community. These initiatives have covered diverse areas such as Legal Awareness, Health Education, Women Empowerment, Environmental Conservation, and Community Welfare. Some noteworthy activities include Legal Aid Camps, Health Camps, Cleanliness/Hygiene Drives, Sapling-planting Campaigns and Initiatives for promoting Gender -equality and Education.

In addition to these activities, University has adopted nearby villages, where students and faculty members regularly engage in various initiatives. These include conducting Health Check-up Camps, organizing interactive sessions on Hygiene, Drug-abuse, and Government Schemes and Collaborating with Village Authorities to develop context-responsive designs for community improvement. Following are some key initiatives in the neighbouring villages:

1. Itgalpura Lake cleaning Drive

2. UNITE-Women centric activity

3. Drug awareness rally

4. Awareness Programme on Water Conservation

The commitment of the University to Social Inclusion and Economic Betterment is reflected in its Annual Blood Donation Camps, which contribute to saving lives and promoting awareness about the importance of Blood-donation. Moreover, initiatives like distributing clothes and blankets to the destitute, providing food to the needy, and supporting hospital patients demonstrate the focus of the University on promoting social sensitivity and humanity. The following are the highlights:

1. Record of Blood Donation units
2. Record of Food and Medicines distributed during Covid

The involvement of students in extension activities has not only made a positive impact on the community but has also enriched their learning experience. By actively participating in these initiatives, students have developed a deeper understanding of social issues, enhanced their problem-solving skills, and cultivated a sense of empathy and responsibility towards society.

Through its extension activities, University has exemplified its commitment to civic engagement and holistic development. With continued dedication and collaboration, University strives to make a lasting positive impact on the neighbourhood community and empower its students to become change-makers in society.

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: 311

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
76	132	66	32	5

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: 91

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:

Presidency University pays a great deal of attention to providing adequate infrastructure facilities for effective teaching and learning. The institution recognizes the importance of creating an environment that facilitates not only academic excellence but also the holistic development of students.

a. Teaching-Learning Facilities

Presidency University has well-designed Classrooms that are spacious, well-ventilated, well-lit and equipped with modern teaching aids such as audio-visual equipment, projectors, and smartboards. These facilities ensure an engaging and interactive learning experience for the students. The Classrooms are so designed to accommodate students in a manner ensuring comfortable seating arrangements and good visibility for all.

Classrooms

- University has a total of 252 Classrooms and tutorial rooms and 01 Design Studios
- 03 Seminar Halls used to conduct the Classes, meetings, seminars, workshops and conferences.

Laboratories

In addition to Classrooms, the University has 35 modern laboratories for practical and experiential learning. The laboratories are well-equipped with the state-of-the-art equipment, apparatus and instruments required for conducting experiments across various disciplines. Adequate Safety-measures are in place to ensure a secure learning environment.

Computing Labs

- University has 05 Central Computing Centres, 35 High-Performance Computing lab, 01 IoT Labs and has a total number of 3800 computers.
- Language Laboratory- To enhance the effective communication skills of Students at the

University

b. ICT-Enabled Facilities

PU recognizes the significance of Information and Communication Technology (ICT) in the realm of Modern Education. To facilitate enhanced learning experiences, the University has implemented ICT-enabled Facilities such as 34 Smart Classrooms.

Smart Classes incorporate the use of Audio-visual Aids, Digital Content, and Smart interactive boards, enabling a more interactive Teaching-Learning Experience. This form of Technology enhances student engagement and understanding of complex concepts.

The University has deployed Learning Management System (LMS- CAMU) which serves as an Online-platform where students can access Study Materials, submit assignments, participate in discussions and interact with Faculty-members. The LMS also enables the computation of CO-PO attainment levels along with Automated System-generated Question Papers.

University, has in place, a Campus-wide Wi-Fi Accessibility, given its Internet Bandwidth of 8 GBPS.

1. **Cultural and Sports Facilities**

Presidency University strongly believes that Extracurricular Activities play a very dominant role in the overall development of students. To cater to these needs, the Institution provides various facilities for Cultural and Sports-activities.

Yoga Centre: A dedicated Yoga Centre promotes physical and mental well-being among students, offering Yoga and Meditation Classes. Such initiatives help reduce stress and promote a healthy lifestyle.

Sporting Facilities: Presidency University offers both, Indoor and Outdoor Recreational Facilities. Indoor games include chess, table tennis, and carrom, while outdoor facilities comprise Basketball, Volleyball, Cricket, Football, and Athletics. They collectively encourage students to engage in sports, thus fostering team spirit, discipline, and physical fitness.

Auditorium: The University has a state-of-art 600-Seater Auditorium with a unique architectural design that serves as a venue for various academic and cultural events.

The institution thus ensures that its Classrooms, Laboratories, ICT-enabled Facilities, Cultural and Recreational Facilities, Yoga Centres, and Auditorium meet the high standards envisaged by Universities of Eminence. These Support-Ecosystem create an environment conducive to academic growth, holistic development, and overall well-being of the students.

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: 41.47

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
10256.77	1126.17	66.74	10708.07	665.19

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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 library is a vital knowledge resource centre that supports the academic and research needs of academic community. The importance of embracing digital advancements in library management and providing access to a wide range of electronic resources is well understood. Therefore, various libraries at the university are automated with a state-of-the-art **Integrated Library Management System (ILMS-KOHA),** ensuring efficient operations and seamless access to digital facilities.

At University, the library services are guided by a **Library Advisory Committee**. This committee continuously advises on enhancing various services and facilities within the university premises. The

library contributes to the university's mission of becoming a world-class institute by offering a rapidly growing collection in both digital and print formats, leveraging the latest technology.

Library Automation and Security

Library Services at the University have been fully automated through the implementation of the advanced KOHA Integrated Library Management Software (ILMS). In addition, the Libraries/Knowledge Centres, have embraced the **RFID technology, introducing RFID Self-Check Kiosks and RFID Security Gates to enhance the overall automation process and security measures.**

Library Infrastructure

The University has multiple library-centres and currently, a spacious Central Library is under construction. The current University Library-centres comprise several sections, such as New Editions/Arrivals, Newspapers, Magazines, Journals, Digital Resources, a Reference-section, an Issue and Self-checkout Kiosk, Reprographics Section and more. Additionally, the University libraries provide well-furnished and spacious reading areas. To ensure the safety of its Resources and Users, all Library-sections and stacks are under Electronic [CCTV]-surveillance with a strong Support-Ecosystem that ensures uninterrupted power supply, availability of fire alarms, smoke detectors, and extinguishers.

The Library-centres offer an extensive collection of Newspapers, Reference Books, Textbooks, E-books, E-journals, Hard Copy-journals, Knowledge-Database, Project Reports, Dissertations and a valuable collection of Rare Books.

Library e-Resources

Library Centres at the University provide an extensive range of e-resources through the Digital Library. Equipped with 25 computers and access to 23 prominent e-databases, the Digital Library adds offers an environment of modern-day Digital Learning. The subscriptions include over 1,00,000 e-books and 5000 e-journals, along with manuals, reports, standards, and other information from renowned platforms such as Elsevier Science Direct, IEEE ASPP, ProQuest, Emerald Insight, JStor, JGATE Plus, LexisNexis, Manupatra, Indiastat, SCC Online, All India Reporter Infotech, and EBSCO CS & IT.

To further augment Digital Resources, University is an active member of DELNET, INFLIBNET, e-ShodhSindhu, ShodhGanga, Shodhgangotri, NPTEL, and NDL, enabling seamless access to a huge reservoir of knowledge.

Institutional Repository

To preserve and showcase the intellectual output, University has established an Institutional Repository on the D-Space platform. This Repository serves as an archive for digital copies of Project Reports, Dissertations, PhD-theses, Research Papers, Patents, E-content, Question Papers, and Lab Manuals.

Library Research Support

The Libraries at the Institution actively support Researchers and Faculty-members in their research endeavours. It provides Multi-user Licenses for renowned Anti-plagiarism Software, including Turnitin and Ouriginal (Urkund), facilitating the maintenance of research-integrity and originality.

Optimal Utilization

The University-Libraries are optimally-utilized by both students and faculty members leading to average annual physical footfall of 75,000 and digital footfall of 2,00,000. The Librarians continuously solicit User -feedback towards ensuring User-satisfaction and improving quality of library-centric services.

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: 2.69

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
725.62	346.08	65.45	158.57	182.03

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Presidency University is committed to keeping itself aligned with the advancement of Digital-technology and providing students and faculty members with the best possible IT Support-system. Understanding the importance of reliable and high-speed Internet accessibility, the University frequently upgrades its IT infrastructure to meet the evolving needs of the Academic and Administration Communities.

The University recognizes the significance of a robust IT Infrastructure to support modern-day Teaching, Learning and Research Efforts and Initiatives. The Institution has implemented a comprehensive IT Network System throughout the Campus, ensuring seamless connectivity for Student and Faculty-member Communities.

Wi-Fi Facilities

PU provides widespread Wi-Fi coverage both Indoors and Outdoors, across its Campus, enabling students and faculty members to access the Internet from various locations, including classrooms, libraries, laboratories, and common areas.

The University has a Fibre-optic Cable Network System that links 8000 LAN points and 850 Wi-Fi points with 5300 computers and 450 Laptops to all buildings and blocks, in different laboratories.

Recent Updates

Presidency University prioritizes the regular upgradation of its IT Facilities. It adopts a frequency-cycle of Three Years, apart, of conducting an IT Facility-Gap Analysis and ensuring upgradation of IT Infrastructure, to bridge the gap, as per the approved IT Policy. Recently the University has updated various IT Infrastructure-components, briefly summarised as under:

Description of Infrastructure	Nos	Date of Last Upgradation
WiFi Access Points	850	16/03/2023
Servers/Storage Devices	13/ Dell EMS R550 100 TB	16/03/2023
Firewall /Antivirus	Sophos XG750/ 4000	16/03/2023
Network Switches	130	16/03/2023
Electronic Surveillance Devices	1100	16/03/2023
Biometrics Systems	20	16/03/2023

The University invests in the latest Networking Equipment and Software to enhance connectivity and address any potential issues. These upgrades include Hardware, Software Patches and Security-feature Enhancements to maintain a secure and efficient network.

Internet Bandwidth

Presidency University recognizes the growing demand for Internet Bandwidth due to the increasing reliance on Digital Resources and Online Activities. To meet these requirements, the Institution ensures substantial Internet bandwidth capacity.

The available Internet Bandwidth at Presidency University is constantly monitored and upgraded as needed to ensure a smooth Online Learning-experience. The specific bandwidth capacity may vary based on the number of concurrent users and the overall demand. In recent times (1st June 2022) the bandwidth capacity has been upgraded to 5 GBPS from the initial bandwidth (5th July 2016) of 300 MBPS. There is also a Backup Line of 3GBPS from an alternate ISP, in the event of unlikely disruption.

PU also adopts a robust Traffic-management Mechanism and Quality-of-service Measures to prioritize Critical Academic Activities and ensure that Essential Services receive optimal Bandwidth-allocation.

Overall, the University places significant thrust on providing reliable and high-speed IT Infrastructure, including a Wi-Fi Support-system for the benefit of students, faculty, and staff members. The Institution frequently updates its IT facilities with latest in Networking- equipment and Software.

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: 4.21

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

Response: 3730

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	[View Document](#)
Purchased Bills/Copies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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](#)
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	[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: 32.45

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
5675.96	2125.74	1324.34	5588.03	3143.37

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Presidency University has established comprehensive systems and procedures for maintaining and utilizing its physical, academic, and support facilities. These Policy-driven Systems ensure that the Facilities, including Laboratories, Libraries, Sports Complexes, Computers and Classrooms, are well-maintained, efficiently utilized, and accessible to the Academic Community.

Maintenance of Facilities

PU has a dedicated Facilities Management Department responsible for the maintenance and upkeep of all physical facilities. It carries out inspections, preventive maintenance measures, and prompt resolution of any reported issues. The department schedules periodic renovations and repairs to ensure that the facilities meet the necessary standards as per the mandate of the SRAs. Some of these SOPs are listed below:

- Security: Ensuring the safety and security of the campus.
- Housekeeping: Maintaining cleanliness and hygiene.
- Stores: Managing inventory and procurement of supplies.
- Building Maintenance: Handling civil, plumbing, carpentry work, maintenance of classroom furniture.

- Electrical: Maintaining electrical systems.
- Horticulture: Maintenance of the campus greenery and landscaping.

Utilization of Academic Facilities

To ensure efficient utilization of academic facilities, PU uses dynamic timetabling software (CELCAT) for allocating classrooms, laboratories, and other academic spaces as per academic schedule. Faculty members and departments can request specialised facilities such as seminar halls, auditorium, ICT facilities through a feature in university ERP. The system allows for proper allocation, avoiding conflicts and maximizing the utilization of available spaces.

Sports Complex and Recreation Facilities

The University recognizes the importance of Sports and Recreational Activities in promoting a healthy and balanced lifestyle. The University has a well-equipped Sports Complex and Recreational Facilities for Students and Faculty Members. The Sports Policy outlines Guidelines for accessing and utilizing these Facilities, including booking processes, equipment utilisation and Safety Protocols. Annually, the Sports Facilities are inspected and wherever necessary, Repairs, Maintenance and Painting Work are carried out and Play-turfs are re-laid if necessary. Consumables like Cricket Bats, Balls, Racquets etc are replenished every six months.

Computer and IT Facilities

PU has a policy in place for the utilization and management of computer and IT facilities. The university provides computer labs equipped with the necessary hardware and software for academic and research purposes. The policy ensures fair access to these facilities for students and faculty members. It also outlines guidelines for the responsible use of computers, data security, software licensing, and internet usage.

Library Management

The Library has in place, a well-defined Policy for the Management and utilization of its knowledge-resources which is delineated in the Library Manual. The Library maintains an updated catalogue of books, journals, e-books, and other educational materials. The Library follows a Borrowing-system that allows Users to out borrow Books for a specified duration.

Student Living [Hostel] Facility

PU offers well-furnished, maintained Student Living [Hostel] Facility for its Students. This Facility is Off-Campus and is managed by the University Team. Adequately qualified and experienced Hostel Management Leadership ensures the smooth functioning of the Hostel Operations.

Presidency University has well-defined policies and procedures for maintaining and utilizing its physical, academic, and support facilities. The institution emphasizes regular maintenance and upkeep of facilities to ensure they are in optimal condition.

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: 65.18

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
8674	13463	9362	2440	3322

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Over the past five years, Presidency University [PU] has made significant efforts to provide comprehensive Career Counselling Services to its students. Recognizing the importance of Career Guidance in shaping the professional paths of its student, the University has implemented various initiatives, including setting up a Career Counselling Guidance Cell (CCGC) and a Cell for Competitive

Examination Guidance (CCEG).

Career Counselling

The CCGC is managed by qualified Faculty-members who specialize in guiding students through the Career-exploration Process. These Faculty Members possess in-depth knowledge of different types of Industries, Career Options, and Emerging Trends in the Business World, enabling them to provide valuable insights and advice to students. The Cell offers individual Counselling Sessions, Group Workshops and Seminars on topics such as Resume-writing, Interview Skills, and Career Planning. CCGC also invites Industry Professionals, Alumni, and successful individuals from various fields to share their experiences and insights with students. These interactions provide students with first-hand knowledge of different career paths, industry expectations, and opportunities available in the job market.

E-Counselling

To reach a wider audience and cater to the evolving needs of students, the University has embraced E-counselling as a means of providing Career Guidance. Through an Online Platform managed by the University ERP, students can access Career Counselling Services remotely. E-counselling offers flexibility and convenience, allowing students to seek guidance at their own pace and convenience. It includes Virtual Career Counselling Sessions, Online Career Assessments and Webinars conducted by Industry Experts.

Guidance for Competitive Examinations

The University also focuses on preparing students for Competitive Examinations through its CCEG. Recognizing the significance of these Examinations in various fields, the University offers specialized coaching and support to students aspiring to excel in competitive exams. This includes guidance for National-level Entrance Examinations, such as GATE, CAT, GMAT, UPSC, Judicial Services etc. The University provides Resources, Study Materials, Mock Tests, and Expert-led Sessions to help students understand Examination Patterns, develop effective Study Strategies and enhance their performance. The University collaborates with External Agencies and Organizations to offer Comprehensive Competitive Examination Coaching Services.

360 Degree Approach

To further enhance career counselling efforts, the university organizes career fairs and placement drives, where students can interact with potential employers and explore internship and job opportunities. These events serve as platforms for students to network, showcase their skills, and gain exposure to different industries.

The university has also developed a strong alumni network, which plays a vital role in career counselling. Alumni, who have achieved success in their respective fields, often return to the institution to mentor current students. They provide guidance, share industry-specific insights, and offer internship and job opportunities.

Furthermore, the university regularly organizes workshops and seminars on entrepreneurship and skill development, empowering students to consider entrepreneurial ventures and develop essential skills for their careers.

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: 91.45

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
3307	2801	1958	1185	602

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: 47.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
217	303	232	58	13

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: 2.96

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

Response: 343

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 250

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
149	82	03	14	02

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:

Presidency University places significant emphasis on Student-representation and Engagement in Academic and Administrative Decision-making Processes. The Institution fosters active participation through multiple avenues, in various Academic and Administrative Bodies and Committees. This ensures that students have a voice and influence in shaping the Policies and Practices of the University.

Presidency University has a unique **Class Committee System**, wherein Six [6] Students represent a Specific Class as a Committee. These Student-members are selected with gender parity with a representative sample from amongst the Advanced, Average and Slow Learners. The Selection Process for the Committee is transparent and follows a well-defined/structured procedure. Information about the Class committee Appointment Process is provided to students through the Student Handbook. Regular Meetings are held with including Sessions with Class Coordinators (CCs) once a fortnight, HoDs once a month, and Top Management, including the Dean/Vice-Chancellor, at least once a semester. CCs provide regular feedback on Teaching-learning and overall University functioning to the respective School Deans

The University has established a **Student Advisory Committee (SAC)** consisting of 20-25 members, with one student representative from each Department. The Appointment Process for Committee Members is open and based on critical comments submitted by Students for the improvement of the University to the Dean-Student Affairs. Students who provide the most critical and constructive comments are appointed as Members. Meetings of the Committee are held with the Chancellor/Vice-Chancellor

Presidency University organizes an **Open Forum Session, once per Semester**, grouping students, Department-wise in batches of 600-700 conducted at the Auditorium. During these Sessions, the Vice-Chancellor, along with Senior Officials of the University meet students to share progress made by the

University in the previous Semester and listen to Student-feedback and suggestions regarding teaching-learning, support services, unfulfilled promises, and any new requirements.

Presidency University ensures **student participation at various levels through a matrix of Policies, Regulations and Guidelines.** Two outstanding students, one Boy and one Girl, who have excelled academically, are appointed as Members of the Board of Studies of their respective Departments/Schools. Additionally, Two Academically-inclined Students, a Boy and a Girl each, are nominated to the Academic Council of the University.

Presidency University has over **30 Clubs and Committees, all of which include Student Representatives.** Students are also nominated to Committees such as the Disciplinary Committee, Anti-ragging Committee, Unfair-means Committee, Hostel Discipline Committee and Hostel-mess Committee. All the Clubs and Committees are managed and operated, largely, by students with Faculty-mentors for these Clubs and Committees. Students plan and execute various activities under their purview.

The University ensures student participation and representation in its Governance-structure through their appointment to Class Committees, Student Advisory Committee, Open Forum Sessions, and their inclusion into Academic Bodies, Administrative Bodies and other Governance-related Committees. These initiatives provide Students with a platform to voice their opinions, contribute to decision-making and actively engage in shaping the Policies and Operations-framework of the University.

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: 62.11

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
31.26	21.78	6.50	2.570	0

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 accords high value to Alumni-engagement and encourages Alumni to actively participate in the transformation of the Institution, into one of unparalleled eminence. The **Presidency University Alumni Association,** established and registered as an association in 2019 vide Reg. No. DRB-1/SOR/292/2019-20 is testimony of the strong bond between its Alumni, the On-Campus Students and the University. The Association serves as a reservoir of professional contacts, offering extensive support and opportunities to current students. Their Mentorship and Guidance, accorded by the Alumni of the University pave the way for the success of future generations of students.

The University maintains regular communication with its Alumni through Newsletters, Social Media Platforms, and Alumni-centric events. Additionally, the University seeks feedback from its Alumni, on Program- updates, Curriculum-enhancements, and Strategic-planning, ensuring thereby, that their perspectives are considered in shaping the future direction of the University.

The University duly acknowledges that the involvement of its Alumni, in the transformation of the University into one of eminence, as envisaged by its Vision, strengthens the Academic Ecosystem, facilitates effective Industry Collaboration and enriches the Learning-experience of its current student force. The active participation of the Alumni Community of Presidency University fosters a sense of pride, loyalty and lifelong engagement with the University. Alumni-community provides **valuable Academic Support** by sharing their knowledge, expertise, and professional and life experience with current students of the University. They conduct Guest Lectures and participate in Seminars, and Workshops as Resource Persons, thereby enriching the learning experience of the present Student-community of the University, by introducing real-world insights and practical perspectives to the students. Alumni also contribute as visiting Faculty-members, bringing their Industry-expertise and Professional-experience to the classroom. This interaction enhances the ambience of the Academic-environment and helps bridge the gap between Theory and Practice, between Concepts and Application. They also actively contribute as nominated Members of the Boards of Studies and of the IQAC.

Alumni play a crucial **role in guiding and mentoring current students in their career paths.** They provide career counselling, share industry trends and expectations, and offer advice on skill development and job search strategies.

Alumni of the Presidency University serve as **valuable bridges between the University and the Industry.** Through their established networking and connection, the Alumni facilitate Industry-Academia Collaborations, Corporate Internships and Research-opportunities at Companies and organizations. Alumni often assist in facilitating Industry Visits for the present students, arranging for Internships and Guest Lectures by Industry/Domain Experts, promoting Industry-academia Partnerships and exposing students to real-time perspectives and situations in their fields of Specialisation Study.

The University strongly encourages its Alumni-community to individually and collectively **engage in Mentorship Programs,** where they provide guidance, support, and motivation to students. Alumni-mentors share their personal and professional experience, offer advice on personal and career growth, and help students navigate challenges. The University also works relentlessly to ensure the existence of an active Alumni Network, in organizing Alumni Reunions, Alumni-focussed Events, and Networking-opportunities. **These platforms of continuous interaction allow alumni to connect, collaborate, and share insights, contributing to a strong Alumni Community and fostering Lifelong Relationships between the Presidency Student Community, past and present and the University.**

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:

At Presidency University, the Governance and Leadership Practices are firmly rooted in the Vision and Mission Statements of the Institution. The Vision of the University is "**To be a value-driven global University, excelling beyond peers and creating professionals of integrity and character having concern and care for Society**". To attain this Vision, the University has following Mission Statements:

- Commit to be an Innovative and Inclusive Institution by seeking Excellence in Teaching, Research and Knowledge-transfer.
- Pursue Research and Development and its dissemination to the Community at Large.
- Create, Sustain and Apply Learning in an Interdisciplinary Environment with consideration for Ethical, Ecological and Economic aspects of Nation-building.
- Provide Knowledge-based Technological-support and Services to the Industry in its Growth and Development.
- To Impart Globally-applicable Skill-sets to Students through Flexible-course Offerings Support Industry-requirement and inculcate a spirit of New Venture-creation.

Presidency University exemplifies an Institution that is proactively in alignment with the needs of the National Education Policy 2020. By embracing Multidisciplinary Education, fostering Industry Collaboration, and focusing on Skill-development, the University demonstrates its dedication to providing a Contemporary and Inclusive Higher Education Ethos. Alignment with the NEP ensures that the Governance and Leadership Practices adopted by the University are responsive to the evolving Educational-landscape of the Nation.

The University has identified "Sustained Institutional Growth", "Decentralization", and "Active Participation in Institutional Governance" as essential Drivers of Innovation, Transparency, and Accountability. By decentralizing Administrative Functions, the University imbibes a culture of Participatory Governance. This approach encourages "Shared Responsibility" and "Collaborative Decision-making", ensuring consideration of diverse perspectives in the Collective Decision Making Process of the University, in alignment with its Vision and Mission. The value placed on the participation of various Stakeholders in Institutional Governance reinforces the principles of Transparency, Inclusivity, and Shared Decision-making at the University.

Continual Improvement and Strategi Planning are integral to Long-term Sustainability and Relevance. Through Comprehensive Evaluation and Feedback Mechanisms, the Institution identifies areas for improvement and adopts necessary measures to reinforce Academic Programs, augment Infrastructure, and Student-support Services. This sustained Institutional commitment serves as a testimony to the

University recording marked growth in alignment with its Vision and Mission.

The University formulates Short-term and Long-term Perspective Institutional Plans, underscoring its dedication to its Vision and Mission. Institutional Perspective Plan (IPP) outline strategic goals, objectives, and actions to be accomplished within the defined timeframe. Serving as Roadmap for Institutional Development, the Perspective Plan emphasizes key focus areas such as Academic Excellence, Research and Innovation, Infrastructure Development, Student-support Services, and Industry Collaborations. The formulation and implementation of these Plans demonstrate the proactive approach of the University to Governance and Leadership in realizing its Long-term Vision and mission.

Presidency University stands as a beacon driven by an articulated Vision and Mission that permeates both its Academic and Administrative Governance-fabric. By aligning with the NEP, prioritizing Participatory Governance, Sustaining Institutional Growth, and engaging in Strategic Planning, the University exemplifies its commitment to delivering high-quality and forward-looking education to its learners.

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:

Presidency University has successfully deployed its Perspective Plan, which serves as a roadmap for its overall growth and development. The Plan outlines the Strategic Goals, Objectives, and Action Plans that align with the Institutional Vision and Mission. Through a Collaborative approach involving all concerned stakeholders such as Administrators, Faculty-members, Staff, and Students, the Plan has been carefully crafted and implemented to ensure alignment with the Core Values of the University.

Functioning of Institutional Bodies

The Institutional Statutory Bodies, Board of Governors, Board of Management, Academic Council, Research and Innovation Council, Finance Committee and Boards of Study demonstrate effectiveness and efficiency in their functioning. The University ensures that these bodies meet within stipulated time intervals and the Minutes of their Meetings reflect transparency, collaboration, and shared goals. These Bodies hold meaningful discussions, make informed decisions and drive Institutional progress. Stakeholder input is actively sought and valued, ensuring Inclusivity and Collective Ownership of

Institutional Decision-making.

Effective Policy Framework

The University has structured extensive Regulations and Policies that reflect its commitment to excellence, fairness, and transparency. These Regulations and Policies govern various aspects of its operations, including Academic Affairs, Research, Administration, Finance, Human Resources, Student Affairs, and Quality Assurance. These Policies provide clear guidelines for decision-making, ensure consistency in practices, and promote a culture of accountability. Regular reviews and updates of these Policies demonstrate the adaptability of the University, to changing needs and best practices.

Administrative Set-up

The Administrative setup of the University is designed to facilitate efficient governance and decision-making. It has established clear reporting lines, well-defined roles and responsibilities, and effective coordination mechanisms among its Administrative Units. The Administrative Setup promotes effective communication, streamlines workflows, and enables timely decision-making. The Institutional Administrative Leaders demonstrate strong leadership skills and ensure that administrative processes support the strategic goals outlined in the Perspective Plan.

Recruitments and Service Rules

Recruitment of Employees within Presidency University is made through a rigorous yet transparent process. The University follows established norms, guidelines and regulations for its Human Resource Management of appointing personnel to key positions, such as Administrators, Department Heads, and Faculty Members. Merit-based Selection Procedures ensure that individuals with the necessary qualifications, expertise, and experience are appointed to these roles.

The University has clearly defined Service Rules that cover various aspects of Employee -conduct, Performance Evaluation, Promotion-criteria, Grievance-redressal and Disciplinary Procedures. These Rules provide a fair and transparent framework for employees, fostering a positive work environment and ensuring the smooth functioning of the Institution. Additionally, the University has established robust processes in the realm of Administration and Academic-operation, ensuring efficiency and accountability in areas such as Student-enrolment, Examinations, Research Approval, and Financial Management.

University exemplifies the effective deployment of its **Institutional Perspective Plan 2019-24** to ensure efficient functioning of its institutional bodies. Through well-defined Policies, an efficient Administrative Setup, Transparent Appointments, Adherence to Service Rules and Procedures and the Active Engagement of Institutional Bodies, the University ensures the successful implementation of its Perspective Plans. The commitment, of the University to Excellence, Fairness, and Transparency in its Operations strengthens its position as a leading institution dedicated to the academic growth and holistic development of its students.

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

PU has a well-designed mechanism for a Comprehensive Performance Appraisal System for all its employees and has consciously developed effective welfare measures, and opportunities for Career-development and Progression for both, Teaching and Non-teaching Staff.

Performance Appraisal System

The Institution recognizes the importance of regular assessment of the performance of its employees to promote a culture of excellence and continuous improvement. To achieve this, the University has established a robust Performance Appraisal System. This System involves setting clear performance expectations and objectives for each staff member, providing regular feedback and guidance, and conducting formal performance evaluations at specified intervals. The Performance Appraisal Process allows for a fair and objective assessment of the Individual-specific contribution, strength and areas for improvement. It serves as a valuable tool for recognizing and rewarding exceptional performance, as well as identifying areas where additional support or training may be required.

Welfare Measures

The University places great emphasis on the welfare of its teaching and non-teaching staff. The institution recognizes that appropriate welfare measures lead to employee satisfaction, motivation and overall well-being of staff, which in turn ensures a supportive and conducive work environment, which is crucial for the growth and development of the institution.

Some of the measures include:

- Employee-friendly Leave Policy, including Maternity Leave, Casual Leave, Special Casual Leave, Study and Sabbatical Leave for Professional Development, and Duty Leave.
- Support for Research Initiatives, including Seed Money, Patent Support, and Incentives for Research.
- Medical and Superannuation Benefits, including Contributory Provident Fund, ESI Coverage, Group Health Insurance, and Gratuity.
- Transportation Facility, including Reserved Seats in University-managed Buses and Staff Cars for Designated Positions.

Career Development and Progression

Presidency University also recognizes the importance of providing avenues for career development and professional progression for its employees. The University offers various opportunities including participation in Training Programs, Workshops, Conferences, and Seminars relevant to the employees' respective fields of service. The Institution also encourages Faculty Members to engage in Research and Scholarly activities, thereby promoting intellectual growth and contemporary knowledge dissemination. By investing in the Career-development Opportunities for its employees, Presidency University not only propel their individual growth but also contributes to the overall Academic and Research Excellence of the Institution.

Furthermore, the Institution actively supports the Career Progression of its employees by providing conducive and merit-based Career Advancement Practices. The University follows a transparent and fair

Promotion and Advancement Process, ensuring that individuals are recognized and rewarded based on their performance, qualifications, and experience. The Institution also develops its employees to take on leadership roles and responsibilities, enabling them to expand their skill sets and contribute to overall Institutional- development.

In conclusion, it can be concluded that the University demonstrates a strong commitment to the welfare and professional growth of its Teaching and Non-teaching Staff. Through its Performance Appraisal System, effective Welfare Measures, and Career-development and Progression Initiatives, the Institution ensures that its employees are provided with a supportive and conducive Work-environment.

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: 70.88

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
527	453	650	326	232

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: 66.6

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
478	424	367	429	358

File Description	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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

The University has developed a Comprehensive Resource Mobilization Policy and a Set of Procedures to ensure the optimal utilization of resources and to secure additional funds beyond fees. The Institution recognizes the importance of diversifying its Funding-sources to support its Academic Programs, Infrastructure Development, Research Activities and Student -Support Services.

Resource Mobilization

The Resource Mobilization Policy at the University encompasses several key strategies and approaches. One of the primary strategies is establishing partnerships and collaborations with Industry, Government Agencies, Non-governmental Organizations and other Educational Institutions. These Partnerships can take various forms, including Research Collaborations, Sponsored Projects, and Resource-sharing. By actively engaging with external stakeholders, the Institution not only secures additional funding but also benefits from its expertise, shared resources, and networks.

Additionally, Presidency University maintains strong relationships with banks, allowing it to secure bank funding in the form of Term Loans or Overdraft Facilities for Infrastructure Development Fund requirements. The excellent Credit History of the University has equipped it with access to adequate Short-term Loans and Overdraft Facilities, from the Banking Sector, with a huge leveraging capacity.

Presidency University also actively seeks Grants from Government Funding Agencies, Private Foundations, and International Organizations. The Institution has a dedicated team, in place, responsible for identifying opportunities for applying for Grants, preparing Grant Proposals, and managing the Implementation of Funded Projects. This proactive approach allows the University to secure External Funding for Specific Research Initiatives, Infrastructure Development and Community Engagement Projects.

Additionally, the Resource Mobilization Policy includes strategies for revenue generation through multiple means which include offering specialized Faculty Development and Management Development Programs [FDP/MDP], Continuing-Education Courses, and Consultancy Services to External Organizations. The Institution leverages its expertise and resources to provide Academic Services to Industry Partners, generating additional revenue streams.

Another essential component of the Resource Mobilization Policy is the cultivation of Alumni Networking and seeking their philanthropic support. It also establishes avenues for Alumni to contribute financially to the institution through donations, endowments, and scholarships. By encouraging philanthropic giving, the University enhances its accessibility to financial resources while fostering a sense of pride and engagement among its Alumni Community.

Optimal Utilization of Resources

To ensure the Optimal Utilization of Resources, the University has established a robust Financial Management System. This System involves careful Budget Planning, Monitoring, and Periodic Review to ensure that resources are allocated effectively and efficiently. The Institution emphasizes transparency and accountability in financial practices, adhering to Regulatory Guidelines and Reporting Standards. Regular Audits are conducted to ensure compliance and identify areas for improvement.

In line with the Institutional commitment to responsible Financial Management, it maintains dedicated and separate accounts for all Grants and Funding. This ensures that Funds are utilized exclusively for the purposes for which they were granted/earmarked. Regular Audit and Fund-Utilization Certificates are provided to the Grant Agencies, ensuring transparency and effective utilization of sums Funded.

Moreover, the institution promotes a culture of Resource-optimization and Sustainability across all Departments and Units. Faculty Members and Staff are encouraged to explore innovative ways to maximize the use of available resources, reduce waste, and implement energy-saving measures.

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
107	0	0	0	0

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:

At Presidency University, maintaining transparency and accountability in financial matters is of utmost importance. To ensure adherence to statutory regulations and sound financial practices, the University

has established a comprehensive system of Internal and External Financial Audits. These Audits serve as essential mechanisms to evaluate University-specific Financial Transactions, Compliance with Governing Procedures, and Prudent Handling of Finances.

Internal Audit

M/s M A Braganza, a CA firm, has been appointed as the Internal Auditors. The Auditor conducts regular Internal Audits to scrutinize various functions within the University. By adopting a risk-based Auditing-approach, the Internal Auditors identify potential errors or discrepancies if any at the earliest stage possible. They emphasize timely rectification of any observations and engage with the respective staff members to address long-pending issues if any.

The Internal Audit Process includes:

1. **Budget Allocation:** A Bottom-up Approach is adopted in the Budgeting Process, with School-Deans submitting their Budgets to Vice-Chancellor. The Consolidated Budget is then reviewed by the Vice Chancellor and recommended to the Financial Committee for Final Allocation. This process ensures efficient Financial Planning and Control over recurring and fixed expenses.
2. **Verification of Income and Expenditure**: The Internal Auditors meticulously verify income and Expenditure details, ensuring compliance with established Standard Operating Procedures. The Auditors thoroughly examine expenditure invoices and relevant vouchers, promptly reporting any discrepancies to the University Finance Officer.
3. **Asset and Expense Monitoring:** The Accounts Department closely monitors expenses against the Allocated Budget for various Expenditure Heads. Additionally, the Internal Auditors conduct physical verifications of Fixed Assets, Cash in Hand, and Consumables to ensure accurate Record-keeping and Asset Management.

Internal Audit Report: If any discrepancy is found, the same is brought to the notice of the Finance Officer. The Report is then discussed in the next Finance Committee Meeting and necessary instructions are passed to the concerned officials.

External Audit

To maintain objectivity and comply with regulatory requirements, the University engages the services of M/s Yadu and Co. as a designated Statutory Chartered Accountants Firm for an Annual Statutory Audit. The Statutory Audit Process is conducted to ensure adherence to relevant statutes and guidelines set by the Institute of Chartered Accountants of India.

During the Statutory Audit, the Accounts of University undergo a Comprehensive Evaluation. The designated Auditing Firm reviews Financial Transactions, verifies Payments and Expenditures and examines the overall Financial Statements. The Audit Report, highlighting any queries or issues, is submitted to the University Management for review. Any discrepancy is promptly addressed, with supporting vouchers and documents provided within prescribed timelines.

The implementation of the University, of rigorous internal and external audit mechanisms, serves as a testimony of its unwavering commitment to Transparency, Accountability and Financial Discipline. To date, both Internal and Statutory Audits have yielded no significant findings or objections, attesting to the effective financial management practices at the University.

In the rare instance, where minor errors of omission or commission are identified by the Audit Team, prompt corrective measures were taken. Furthermore, precautionary steps are proactively implemented to prevent the recurrence of such errors in the future.

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:

Presidency University, with an emphasis on quality education, has established an Internal Quality Assurance Cell (IQAC) on 20.08.2018 to ensure the institutionalization of Quality Assurance Strategies and Processes. The IQAC at Presidency University has played a crucial role in reviewing, at periodic intervals, the Teaching-learning Process, Structures and Methodologies of Operations, and Learning Outcomes. These IQAC initiatives have resulted in several good practices being developed, towards improving the quality of education and support services at the University.

1. Outcome-Based Education (OBE) Framework:

The IQAC at Presidency University has implemented an Outcome-Based Education (OBE) Framework, which has significantly contributed to improving the Teaching-learning Process and enhancing the learning outcomes. The OBE Framework focuses on defining clear and measurable learning outcomes for each course and aligning the curriculum, teaching methods, and assessment strategies to ensure that these outcomes are achieved. Under this Framework, the Faculty Members at Presidency University develop Course Outcomes and Program Outcomes, in consultation with Industry Experts and other Stakeholders.

The IQAC ensures that the OBE Framework is implemented effectively by conducting regular reviews of the Curriculum and Teaching Methods. Faculty Members are encouraged to design courses that are learner-centric, engaging, and interactive, thereby promoting active learning. The IQAC also facilitates Faculty Development Programs to enhance their pedagogical skills and encourages them to adopt Innovative Teaching Methods.

2. Concurrent Audit and Review in line with Accreditation Processes:

The IQAC has introduced a Concurrent Audit and Review Process (CARP) to ensure continuous improvement in all aspects of the Institutional functioning as per various criteria of the Accreditation Process. This process involves periodic self-assessment, benchmarking against established quality standards and external peer reviews. The IQAC facilitates the creation of a quality culture by promoting self-evaluation and self-improvement at all levels.

As part of CARP, the IQAC conducts regular audits of academic and administrative processes to identify areas for improvement. This includes reviewing the effectiveness of the curriculum, teaching methods, infrastructure, support services, and student support mechanisms. The feedback received from students, faculty, and other stakeholders is analysed to identify strengths, weaknesses, and areas that require attention.

The IQAC also organizes Workshops and Training Programs to create awareness among Faculty and Staff about the importance of Quality Assurance and the role they play in the process. It provides necessary guidance and support to Departments and Units to implement Quality improvement measures based on the findings of the internal review.

In addition to the above IQAC has undertaken the following major activities:

1. The IQAC has implemented several comprehensive initiatives encompassing research promotion, campus development, integration of ICT in teaching practices, and enhanced support for research scholars through workshops. Moreover, it actively facilitates the coordination of Academic and Administrative Audits within the University, among other endeavours.
2. At present, the IQAC is diligently engaged in compiling the self-study report (SSR) and diligently progressing with the essential data collection from various crucial entities such as faculty members, departments, administration, finance section, examination section, and student welfare departments. This collaborative effort aims to ensure the thoroughness and accuracy of the SSR submission.

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Over the past five years, the University has undertaken several Quality-enhancement Initiatives in both the Core Academics and Academic Administrative Domains. These initiatives have aimed to improve various aspects of the functioning of the University, ultimately leading to the delivery of a high-quality educational experience for students. Some of the key incremental improvements achieved by the University during the last five years are:

Core Academics Domain:

1. Curriculum Revision and Design: The University recognized the importance of regularly updating and revising its curriculum to ensure its relevance and alignment with industry demands. The University formed Curriculum Committees comprising experienced Faculty Members and Industry Experts to review and revise the Course-content. The Committees incorporated emerging trends, technologies, and skills into the curriculum to equip students with up-to-date knowledge. The implementation of Outcome-Based Education (OBE) and flexible Choice Based Credit System (CBCS) has further strengthened the Academic Framework.

2. Faculty Development Programs: To enhance Teaching and Research Capabilities, Presidency University organized regular Faculty Development Programs. These Programs focused on Pedagogical-techniques, Outcome-based Learning, Research Methodologies and the effective use of Technology in Teaching. Faculty Members were encouraged to attend Conferences, Workshops and Training Sessions to stay abreast of the latest developments in their respective fields.

3. Learning Resources and Infrastructure: The University invested significantly in improving Learning Resources and Infrastructure to create a conducive environment for academic growth. Upgraded Libraries, State-of-the-art Laboratories, and Modern Classrooms were provided to facilitate effective Teaching and Learning. The adoption of Digital Learning Platforms and Online Resources also expanded access to Educational Materials and enhanced Student-engagement.

4. Research and Innovation: The University has also focused on fostering research among Students and Faculty, through development of Policies on Research, Consultancy, Innovation, and Intellectual Property Rights (IPR). Research Fellowships, Reimbursement for Conference Presentations, and revision of PhD Rules and Regulations have strengthened the Research -effort. The establishment of an IPR Cell and Innovation Council under the Ministry of Education has facilitated Innovation and Entrepreneurship.

Academic Administrative Domain:

1. Student Support Services: University laid a strong emphasis on Student Support Services to ensure holistic development and well-being. Various support systems were implemented, including Academic Counselling, Career Guidance, Mentorship Programs and Counselling Centres. These initiatives aimed to address students' academic, personal, and emotional needs, fostering a conducive Learning-environment.

2. Transparent and Efficient Administrative Processes: The University streamlined Administrative-processes to improve efficiency and transparency. ERP platform (CAMU) was introduced for Student-registration, Fee Payments and accessing Academic Records. This digitization reduced paperwork, minimized errors, and improved turnaround time for administrative tasks, resulting in enhanced service delivery.

3. Quality Assurance Mechanisms: The University strengthened its Quality Assurance- mechanisms to monitor and evaluate Academic Programs effectively. The Internal Quality Assurance Cell (IQAC) played a central role in conducting regular audits, gathering feedback from stakeholders, and implementing corrective measures. The IQAC facilitated the adoption of best practices, ensuring adherence to quality standards and accreditation requirements.

These quality enhancement initiatives at Presidency University over the last five years have significantly

improved the overall academic experience and administrative efficiency.

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:

Presidency University has taken significant steps to promote Gender Equity and create a gender-sensitive environment on campus. The Institution has initiated a Gender Audit to assess and address Gender-disparities, if any and ensure a Philosophy of "Equal-opportunity for All", across the University-community. Several Measures have been implemented to promote Gender Equity in both curricular and co-curricular activities, as well as to provide a necessary and useful Support-Ecosystem for Women on Campus. The University ensure a platform of Equal Opportunity for Women Employees to play a role in University Governance.

1. Gender Sensitization in Curricular Activities

Presidency University has integrated Gender-sensitization into its Curricular Framework to create awareness and foster a Gender-inclusive Learning Environment. This includes incorporating Gender-perspectives and issues into various Academic Disciplines and Courses. Faculty members are encouraged to discuss Gender-related Topics and encourage critical thinking and analysis from a gender-driven perspective. The Curriculum also promotes the study of Gender Theories, Feminist Perspectives, and Gender Equality as part of its Academic Framework so as to empower students with a deeper understanding of gender dynamics in society.

2. Co-curricular Activities

The University actively promotes Gender Equity through various co-curricular activities. Student Clubs organize Street Plays, Workshops, and Awareness-campaigns on Gender-related Issues. These initiatives aim to challenge Gender-stereotypes, promote Gender -equality, and create safe spaces for open discussions on gender-related topics. The University also encourages the participation of both Boy and Girl students in co-curricular activities, ensuring equal opportunities and representation.

3. Facilities for Women on Campus

Presidency University is committed to providing safe and supportive facilities for women on Campus. The institution has established dedicated spaces such as Girls' Hostels, Restrooms, and Common areas to cater to the specific needs of Girl-students and Lady-staff. These facilities are designed to ensure privacy, comfort, and security for women on campus. Additionally, the University has implemented measures such as 24/7 Security Services, Electronic [CCTV] Surveillance and an active Grievance-redressal Mechanism to address any concerns related to Safety and Security.

4. Gender Sensitization Programs and Workshops

Presidency University organizes Gender-sensitization Programs and Workshops regularly to educate students, faculty, and staff about gender-related issues and foster a gender-sensitive campus culture. These Programs cover topics such as Gender-stereotypes, Gender-based Violence, Gender-equality and Gender-inclusivity. The Workshops aim to sensitize participants to the challenges faced by marginalized genders and equip them with the knowledge and skills to actively contribute to gender equity.

5. Internal Complaints Committee (ICC)

Presidency University has established an Internal Complaints Committee (ICC) to address any complaints of sexual harassment or discrimination. The ICC is responsible for receiving complaints, conducting impartial investigations and taking appropriate action. The Committee ensures a safe and supportive environment for individuals to report incidents and provides necessary support to the affected parties.

These initiatives at Presidency University demonstrate the Institutional-commitment to promoting Gender-equity and creating an Inclusive Campus-environment. By integrating Gender-sensitization into Curricular and Co-curricular Activities, providing dedicated Facilities for Women, and establishing a robust Grievance-redressal Mechanism, the University strives to ensure equal opportunities, safety, and well-being for all members of the University Community.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for 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
Permission document for connecting to the grid from the Government/ Electricity authority.	[View 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Presidency University has implemented a comprehensive Waste Management System to effectively manage various types of waste generated on campus, viz., solid waste, liquid waste, biomedical waste, e-waste and hazardous chemicals. The Institution is committed to environmental sustainability and follows proper protocols and regulations to ensure responsible and judicious waste disposal.

1. Solid Waste Management

The University has designated Solid Waste Segregation Points across the Campus, to facilitate the proper segregation of solid waste at the source. These Waste Segregation Points are equipped with separate bins for different types of solid waste such as paper, plastic, glass, and organic waste. The Waste Management Team regularly collects and transports segregated waste to a Central Solid Waste Management Facility. This Facility includes Composting Units for organic waste and Recycling Units for recycled-mandated materials.

2. Liquid Waste Management

The University has a well-designed Liquid Waste Management System to handle Wastewater generated from various sources, like Laboratories, Restrooms and Kitchen areas. Wastewater is treated through a Sewage Treatment Plant (STP) of 300 KLD capacity before being discharged. The STP utilizes advanced

treatment processes to remove contaminants and ensure the quality of treated water before it is released into the environment. Regular Maintenance and Monitoring of the STP are carried out to ensure its efficient and optimal functioning.

3. Biomedical Waste Management

The University has also established a dedicated Biomedical Waste Management System to handle waste generated from Healthcare Facilities. Biohazardous waste, such as used syringes, gloves, and contaminated materials, is collected separately in specially-designed bins. These bins are colour-coded and labelled to ensure proper segregation and disposal are undertaken as per Biomedical Waste Regulations.

4. E-waste Management:

Presidency University complies with the recommended Environmentally-responsible Practices for the management of Electronic Waste (e-waste). The Institution has set up Black Bins on campus where students, faculty, and staff deposit their e-waste such as computers, printers, mobile phones, batteries, CDs and Earphones. The collected e-waste is handed over to authorized E-waste Recycling Agencies for proper recycling, and disposal in compliance with E-waste Management Regulations.

5. Waste Recycling System

There is in place a Waste Recycling System to maximize the recovery and reuse of recycle-mandated Materials. Every waste is channelized and disposed of in a way to reutilize and be recycled. The University also follows the practice of recycling waste such as paper by providing them to the vendors after shredding and vendors will recycle the paper.

6. Hazardous Chemicals and Radioactive Waste Management

The University does not have any Radioactive Waste. It follows stringent protocols for the management of hazardous chemicals. Laboratories and Research Facilities are equipped with appropriate Storage Facilities, Safety Measures and Waste Collection Systems. All chemicals are disposed into the drainage after neutralizing their PH value.

Presidency University prioritizes Waste Management as an integral part of its Sustainability Efforts. By implementing a robust Waste Management System, the Institution aims to minimize the environmental impact of its operations and promotes responsible waste disposal practices among its community members. These initiatives contribute to the preservation of the Environment and the overall well-being of the Campus Ecosystem.

File Description	Document
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)
Relevant documents like agreements/MoUs with Government and other approved agencies	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Presidency University has undertaken several Green Campus Initiatives to promote sustainability, reduce carbon emissions, and create an eco-friendly environment. These initiatives encompass various aspects,

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including eco-friendly transportation, plastic reduction, and landscaping. The following are the measures to propagate Green-campus Initiatives:

1. Restricted Entry of Automobiles

The University encourages sustainable transportation practices by enforcing parking of IC Vehicles in a dedicated parking space near the Main Campus Entrance. This helps reduce vehicular traffic, noise pollution, and carbon emissions within the campus. It provides a pedestrian-friendly environment and promotes the use of alternative modes of transportation.

2. Use of Bicycles/Battery-Powered Vehicles

To further promote sustainable transportation, PU encourages the use of Bicycles and Battery-powered Vehicles within the Campus. The University provides dedicated Bicycle-parking Spaces and Charging-stations for Battery-powered vehicles. These measures not only reduce carbon emissions but also promote physical fitness and a healthy lifestyle for the university community and life on Campus.

3. Pedestrian-Friendly Pathways

The Campus is designed with pedestrian-friendly pathways that prioritize the safety and convenience of walkers. Well-maintained footpaths with proper lighting and signage ensure a pleasant walking experience. This promotes a culture of walking, reduces dependence on motorized transportation within the campus, and contributes to a greener environment.

4. Ban on Use of Plastic

The has implemented a comprehensive ban on the use of plastic on campus. Single-use plastic items such as bags, bottles, and cutlery are strictly prohibited. The University promotes the use of Eco-friendly Alternatives such as Cloth Bags, Reusable Glass Water Bottles, and Biodegradable Food Containers. This initiative aims to minimize plastic waste, reduce environmental pollution and create awareness about sustainable practices.

5. Landscaping with Trees and Plants

The Campus is adorned with extensive green spaces, featuring a variety of trees, plants, and gardens. The University focuses on landscaping with native and drought-resistant plant species, which require minimal water and maintenance. The lush greenery not only enhances the aesthetic appeal of the campus but also contributes to air purification, temperature regulation, and biodiversity conservation.

6. Rainwater Harvesting and Water Conservation

The University emphasizes on Water-conservation through Rainwater Harvesting Techniques. The Campus is equipped with Rainwater Harvesting Systems to collect and store Rainwater for various purposes such as Irrigation and Groundwater Recharge. Water-efficient Fixtures and Practices are also promoted to minimize water consumption and ensure responsible water management.

7. Energy Conservation Measures

The Institution has implemented Energy-conservation Measures to reduce electricity consumption and promote sustainable energy practices. These measures include the use of energy-efficient lighting systems, occupancy sensors, and smart building technologies. The University also emphasizes the importance of turning off lights and electrical appliances when not in use and promotes the use of natural lighting and ventilation wherever possible.

The Green Campus initiatives of the University demonstrate its commitment to environmental sustainability and creating a healthy and eco-friendly learning environment. By encouraging sustainable transportation, reducing plastic usage, promoting green landscaping, and implementing conservation measures, the institution not only contributes to a greener campus but also inculcates a sense of environmental responsibility among its students, faculty, and staff.

File Description	Document
Policy document on the green campus/plastic free campus.	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[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](#)
Provide Links for any other relevant document to support the claim (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:

Presidency University is committed to creating a barrier-free and inclusive environment for differently-abled (*Divyangjan*) individuals. The University has taken several measures to ensure easy access, convenience, and equal opportunities for all members of the University Community. The following components are incorporated into the Infrastructure and Facility-framework of the University to create a *Divyangjan*-Friendly Environment:

1. Built Environment with Ramps/Lifts

The University has incorporated ramps and Elevators [Lifts] in its Infrastructure to provide easy access to

Classrooms, Libraries, Administrative Buildings, and other Facilities. Ramps are constructed with appropriate slopes and provided with handrails to ensure smooth and safe movement for individuals with mobility challenges. Elevators and Lifts are installed in multi-storied Buildings to enable ease of vertical movement for individuals with mobility impairment. The University has Electric Vehicles -Buggies- which are available to such Individuals for easier mobility and accessibility

2. *Divyangjan*-friendly Washrooms

The University has dedicated Washrooms that are specifically designed to cater to the needs of differently-abled individuals. These Washrooms are spacious and equipped with features such as grab bars, lower-height fixtures, and wider doorways to ensure accessibility and ease of use for such individuals.

3. Signage, Tactile Paths, Lights, Display Boards, and Signposts

The Campus is equipped with comprehensive signage systems to assist individuals with visual impairments and other disabilities. Tactile Paths with textured surfaces and colour contrast are provided to guide visually-impaired individuals. Signage Boards with clear, large font and Braille inscriptions are placed at Strategic locations to provide directions, information, and identification of various facilities. Adequate lighting is ensured to aid visibility and create a safe environment.

4. Assistive Technology and Facilities

The University provides Assistive Technology and Facilities to cater to the diverse needs of differently-abled individuals. This includes *Divyangjan* accessible Websites with features such as Screen-reading Compatibility, High contrast Options and Adjustable Font Sizes. The Institution also offers Screen-reading Software and Mechanized equipment to facilitate access to Digital Resources and Information for Visually-impaired Individuals. These Technologies and Facilities enable *Divyangjan* students to access Educational Materials and also to engage in Online Learning Activities.

5. Provision for Enquiry and Information

Presidency University ensures that Individuals with disabilities have access to necessary assistance and information. Trained Staff Members are available to provide human assistance, answer inquiries, and guide individuals with disabilities. Reader and Scribe- support is provided during examinations and assessment processes, as per the requirement. Soft copies of Reading Materials, wherever feasible, are made available to individuals who may benefit from Assistive Technology such as Scree-readers. Font-enlargement Options are provided in Digital Resources to aid individuals with visual impairments.

The Institutional-commitment to creating a *Divyangjan*-friendly environment goes beyond physical accessibility. The University acknowledges the diverse needs of differently-abled individuals and strives to provide a supportive and inclusive ecosystem. By incorporating elements such as ramps, accessible washrooms, comprehensive signage, assistive technology, and human assistance, the university aims to ensure that individuals with disabilities can participate fully in educational activities, access information, and navigate the campus with ease. These initiatives foster inclusivity, empowerment, and equal opportunities for all members of the university community.

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:

At Presidency University, the commitment to fostering an inclusive environment is deeply ingrained in all its efforts and initiatives. Recognizing the importance of tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities, the University takes comprehensive measures to ensure that every student feels welcome, respected, and valued. Some of the institutional efforts in promoting an inclusive environment are as enshrined hereunder

1. Cultural and Diversity Celebrations

The University organizes a range of cultural and diversity-themed celebrations throughout the Academic Year. These events provide platforms for students and faculty members to showcase their cultural heritage, traditions, languages and art forms. These include festivals, cultural days, food fairs, and performances that highlight the rich diversity of the University Community.

At PU promote tolerance and harmony towards cultural diversity by celebrating festivals such as Diwali, Eid, Christmas, and other religious festivals by people of different faiths. Regional festivals like Pongal, Baisakhi, and Bihu are also celebrated at the university, showcasing unity in diversity. Showcasing some good Bollywood and regional cinema to promote linguistic harmony, while communal and socioeconomic initiatives including outreach activities are done to uplift marginalized communities.

2. Student Clubs and Societies

The University supports and encourages the formation of Student-clubs and Societies that cater to diverse interests, cultures, and communities. These Clubs provide opportunities for Students to come together, share their experiences, and organize activities related to their specific interests or cultural backgrounds. To name a few clubs

- Magazine Club
- Cultural Club
- Science Club
- Yoga & Meditation Club
- Cinemascope Clubs
- Theatre Club
- Photography & Art Club

3. Language and Communication Programs

Presidency University promotes multilingualism and communication skills development through Language-programs and Initiatives. The Institution offers Language Courses and Workshops that enable students to learn different languages spoken by their peers or communities.

4. Sensitization and Awareness Programs

The University conducts Sensitization and Awareness Programs on various social, cultural, and diversity-related issues. Workshops, Seminars and Interactive Sessions are organized to address topics such as Cultural Diversity, Social Inclusion, Gender Equality, Communal Harmony and Socio-economic Disparities. These Programs aim to raise awareness, challenge stereotypes, and promote dialogue to foster a more inclusive and tolerant campus environment.

5. Scholarships and Financial Aid

Presidency University recognizes the value that socio-economic diversity and equal access can add to quality education. The Institution offers Scholarships, Financial Aid and Support Programs to economically disadvantaged students, irrespective of their diverse backgrounds. These initiatives ensure that talented and deserving students, regardless of their socio-economic backgrounds/circumstances, have the opportunity to pursue higher education and thrive within the University Community.

These institutional efforts and initiatives at Presidency University create an inclusive environment that embraces and celebrates diversity. By organizing cultural celebrations, supporting student clubs, promoting language programs, raising awareness through sensitization programs, providing financial aid, and establishing support mechanisms, the institution fosters tolerance, harmony, and mutual respect among its diverse community members. These initiatives contribute to the overall development and well-being of students, while also preparing them to thrive in a multicultural and interconnected world.

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

Presidency University is committed to sensitizing its Students and Employees to their Constitutional

obligations, namely the Values, Rights, Duties, and Responsibilities of citizens as enshrined in the Constitution of India. The Institution undertakes various activities and initiatives to inculcate values and promote responsible citizenship among its community members.

1. Orientation Programs

The University conducts Orientation Programs for new students and employees to familiarize them with the values, rights, and responsibilities enshrined in the Constitution of India. These Programs provide an overview of the democratic principles, fundamental rights, and duties which form part of the foundation of the Constitution. They emphasize the importance of upholding these values and responsibilities in the personal and professional life of every citizen of the country.

2. Workshops and Seminars

Presidency University organizes Workshops, Seminars and Conferences on Constitutional Values, Citizenship-Rights and Obligations and Civic Engagement. These Sessions engage students and employees in discussions and activities that highlight the significance of Constitutional Obligations, such as Equality, Freedom, Justice and Social Responsibility. Experts and Guest Speakers are invited to share insights and perspectives on citizenship rights and duties, encouraging critical thinking and reflection.

3. Constitution Day Celebrations

The University celebrates Constitution Day, also known as National Law Day, on 26th November every year. Various activities are organized to commemorate the adoption of the Constitution of India. These activities include Panel Discussions, Lectures, Debates, Essay Competitions and Cultural Programs focused on Constitutional Values and their relevance in Contemporary Society.

4. Social Outreach Programs

Presidency University encourages students and employees to actively participate in Social Outreach Programs that promote Responsible Citizenship. Through Partnerships with NGOs, Community Organizations and Government Agencies, the University facilitates opportunities for Volunteering, Community Service and Social Engagement.

5. Student Clubs and Committees

The University supports the formation of Student-clubs and Committees that focus on Civic-Engagement, Social Justice and Constitutional values. These Clubs organize Events, Campaigns and Initiatives that raise awareness about Citizen Rights and Duties, foster Inclusivity, and promote Responsible Behaviour. The Human Rights Club, Legal Aid Cell and Social Justice Committee play a major role. These Platforms offer students the opportunity to actively participate in activities that align with constitutional values.

6. Legal Aid Clinics and Legal Awareness Programs

Presidency University runs Legal Aid Clinics and Legal Awareness Programs to promote legal literacy and empower individuals with knowledge about their rights and responsibilities. These initiatives provide free legal assistance, counselling, and guidance to individuals who need legal support. They also conduct

workshops and awareness campaigns on legal rights, civic responsibilities, and mechanisms for seeking justice.

7. Model United Nations (MUN) and Debating Society

The University encourages students to participate in Model United Nations (MUN) Conferences and Debates. These Platforms offer opportunities to understand global issues, engage in diplomatic discussions, and develop critical thinking and persuasive communication skills. MUN and Debating Societies provide a Forum for students to analyze and debate constitutional values, international law, and human rights.

Through these activities and initiatives, Presidency University fosters a culture of responsible citizenship and constitutional values among its students and employees.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

1. Title: Institutional Social Responsibility: To Foster, Aid and Promote Social Inclusiveness

2. Objectives of the Practice

The Objective of Practices of Institutional Social Responsibility [ISR] of Presidency University is to foster social inclusiveness and create a positive impact on society through various initiatives. These practices are driven by the principles of equal access to education, digital literacy, women empowerment, community engagement, and environmental sustainability. The specific Objectives include:

- Improving Educational Opportunities for Underprivileged Students by Providing Resources, Infrastructure, and Need-based Support
- Promoting Digital Literacy and STEM-centric Education in Rural Schools, thereby Bridging the

Digital Divide
- Empowering Women through Programs which aim to Enhance their Skills, Raise Awareness and Overcome Societal Stigma.
- Engaging in Community Outreach to Address Pressing Social Issues and Contribute to the Well-being of the Community, at Large.
- Providing Support during Times of Crisis, such as the COVID-19 Pandemic

3. The Context

The Institutional Social Responsibility Practice of Presidency University was developed in response to the contextual features and challenging issues prevalent in Indian society. India faces significant educational disparities, where access to quality education and resources is limited for underprivileged students. Additionally, digital literacy remains a challenge, especially in rural areas. Women empowerment is essential to overcome gender inequalities and empower women to participate fully in society. Communities face health issues, and disaster-stricken areas require immediate relief and support. Furthermore, environmental concerns call for sustainable practices to protect and restore ecosystems.

4. The Practice

Presidency University has implemented several unique practices to address the identified challenges and achieve its objectives. These practices include the following.

- **Adoption of Government Schools**

- **Reaching Digital Literacy to the Untouched**
- **Kannada Literacy Promotion**

- **Women Empowerment Initiatives**
- **Community Engagement and Social Outreach**
- **Support during Crisis**

5. Evidence of Success

The Best Practice of the Presidency University of ISR has achieved tangible and measurable success, as indicated hereunder.

- **Adoption of Government Schools--** adopted 10 Government Schools

- **Digital Literacy Program--** Established Gram Panchayat Digital Library in Rajanukunte to benefit those underprivileged students who were preparing for the various Competitive Examinations.

- **Kannada Literacy Programs--** Established Rs. 20 Lacs worth of Language Labs with a Multi-lingual Indic Keyboard and a Pocket Computer Server connected to thin Client Terminals with Online and Offline-content.
- **Women Empowerment Initiatives**
- **Community Engagement and Social Outreach**

- **Through the Rotaract Club of PU**
- **Through NSS**

- **Support During Crisis**

6. Problems Encountered and Resources Required

Despite the successes of these practices as above, there have been some constraints and limitations during implementation. These included financial constraints, timely availability of resources, coordination with external organizations, and the need for sustained efforts and partnerships. Additional resources required to support and enhance these practices include funding for Infrastructure Development, Training Programs, Collaboration with more organizations and ongoing support for Community-engagement initiatives.

7. Notes

Presidency University's best practice as covered here, served as a valuable model for other institutions aiming to promote social inclusiveness and community engagement. These Practices can be customized and adapted to suit the specific needs and challenges of other Institutions and Communities. Sharing our experiences and lessons learnt can facilitate the replication and scaling of these Practices in diverse Educational-context.

Best Practice 2:

Title: Fully Automated Examination and Evaluation System: Lending Efficiency to the University Operations

1. Objective of the Practice

The Fully Automated Examination and Evaluation System has the following Objectives:

- **Streamlined Examination Process**
- **Efficient Evaluation and Feedback**
- **Enhanced Security and Integrity**
- **Analytics and Insights**
- **Enhanced Student Experience**

2. Context:

In the modern era, effective software solutions are essential to manage examination-related complex operations. These are required to *eliminate manual processes*, *paper-based registers, manual grading, bundling and coding answer sheets, missed questions for evaluation, totalling errors and other such processes*. The physical computation of CO-PO attainment levels is a *complex procedure and is drudgery for faculty members and should be eliminated by using an automated system*. The Campus ERP with Examination Module should also be deployed integrating digital process of question paper generation, digitised evaluation, and automated computation of CO-PO attainment levels through point software. *These systems provide a comprehensive suite of tools and features that enable institutions to automate their examination operations, streamline workflows, and enhance overall performance.*

3. Practice:

To enable this, the University has implemented **CAMU ERP with its Examination Management Module**. The Online Assessment Tool provides an easily accessible and user-friendly platform for faculty and students to manage and access Assessment Files. This Tool enables the University to conduct Online Examination, Grade Assignments and Generate detailed Reports. Features such as Examination Fee-registration, Admit-card Generation, Mark Entry, Examination-conduct, Result-processing and Grade-card Printing are seamlessly integrated into CAMU ERP. **These functionalities streamline the entire examination process, eliminating manual intervention and reducing the risk of errors.**

To complement CAMU Examination Management System, the **Inpods Secure Question Paper Management and Delivery System** is integrated. It offers additional functionalities that cater to specific needs within the University Examination System. This solution permits Digital- creation of Question Papers as per Outcome-based Learning Methodology with a Superstructure to compute CO Attainments. This Software provides a secure Question Paper Management and Delivery System, ensuring the timely and secure distribution of Question Papers to Examination Centres. In addition, the University has also deployed **BEES Software Solutions, Digital Evaluation Suite(DVS)** which enables digitalization of answer scripts after scanning.

4. Evidence of Success

The successful implementation of the CAMU Examination Management System and Inpods Systems has yielded several benefits for the University. These **benefits are observed through various performance indicators and review of examination results**. The Automation of Examination Processes has resulted in increased transparency and efficiency across campus. Real-time Reporting Capabilities provided by CAMU EMS have empowered Administrators to make informed decisions based on accurate and up-to-date data.

With a Centralized Question Bank, Faculty have easy access to a vast collection of questions, ensuring well-structured assessment. **Inpods has streamlined Question Paper-generation, enabling quick and automated Selection of Questions, saving faculty valuable time and effort.**

The BEES DVS has ensured accuracy and consistency in marking by eliminating manual errors and providing standardized evaluation criteria.

5. Problems Encountered and Resources Required

During the implementation of CAMU EMS, Inpods Systems and BEES DVS, the University encountered **few challenges such as API Integration, Creation of New Processes and Workflows**. Quite a bit of Training and Support was provided to Faculty and Examination Staff to ensure effective utilization of the systems.

Resistance to Change and the Learning Curve associated with adopting New Technologies was also a hurdle.

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:

Title: Empowering Innovation through Project-Based Learning (PBL) at Presidency University

Presidency University introduced the concept of Project Based Learning as a part of the Undergraduate Engineering Curriculum to encourage Critical-thinking and nurture Scientific and Technical ideas among First-year Students.

Benefits of Project-Based Learning at Presidency University

- **Encouraging Innovation:** PBL, using Arduino and Raspberry Pi, empowers students to nurture their innovative ideas. By engaging in hands-on projects, students learn to think creatively, identify problems, and devise innovative solutions.

- **Holistic Skill Development:** Through PBL, students at Presidency University develop a range of skills crucial for the future. They cultivate critical thinking, problem-solving, collaboration, communication, and project management skills, enabling them to excel in a rapidly evolving world.

- **Practical Application of Knowledge:** PBL allows students to apply theoretical knowledge to real-world scenarios. They gain a deeper understanding of concepts by implementing them in hands-on projects, bridging the gap between theory and practice and then, concepts and application.

- **Industry Relevance:** PBL using Arduino and Raspberry Pi prepares students for industry challenges. They gain experience in using tools and technologies widely employed in the fields of electronics, embedded systems, and IoT, enhancing their employability and competitiveness in the job market.

- **Creativity and Entrepreneurship:** PBL fosters a culture of creativity and entrepreneurship. Students at Presidency University have the opportunity to transform their innovative projects into viable products or startup ideas, fostering an entrepreneurial mindset and encouraging them to pursue their passion beyond the classroom.

These PBL courses provide a platform for students to execute their own Do-It-Yourself (DIY) projects, with the support of the university. By catching them young, PU aims to orient students towards innovation and empower them to showcase their ideas using Arduino and Raspberry Pi embedded boards. The Innovative Project Courses offer numerous opportunities for students, fostering interdisciplinary skills, teamwork, research abilities, and practical knowledge application.

I. Platform for Interdisciplinary Collaboration

The Innovative Projects courses serve as a platform for students from various departments to interact and collaborate. This interdisciplinary approach facilitates peer learning and exposes students to diverse perspectives, enhancing their problem-solving abilities and broadening their horizons.

II. Development of Essential Skills

These courses provide students with valuable experiences that contribute to their overall skill development. By working together in groups, students gain the necessary experience in teamwork, project planning, and execution. They learn to manage their projects independently and enhance their research abilities.

III. Exposure to Tools and Instruments

Students are exposed to tools and instruments that they may not have been formally introduced to, yet. They gain hands-on experience with Arduino Boards, Raspberry Pi Boards, 3D Printers, PCB Printing Machines, Measuring Devices, Soldering Stations, Sensors, Actuators, and other Electronic Components commonly used in Innovative Projects.

IV. Comprehensive Curriculum

The Curriculum includes two Courses: - **Innovative Project 1:** Arduino using Embedded 'C', offered during the Odd Semester, and **Innovative Project 2:** Raspberry Pi using Python during the Even Semester. Each course comprises 30 hours of Teaching Content, covering both the Programming and Hardware aspects of the Embedded Boards. Students carry out their Project Work after obtaining sufficient knowledge through guided training sessions.

V. State-of-the-Art Innovation Laboratories

The University has established two dedicated Innovation Laboratories to provide students with access to essential resources. These labs offer facilities such as Arduino Boards, Raspberry Pi Boards, 3D Printers, PCB Printing Machines, Working Tools, Measuring Devices, Soldering Stations, Sensors, Actuators, and IT Infrastructure. These Resources are vital for Students' Innovative Projects and enable them to bring their ideas to life.

VI. Comprehensive Evaluation Process:

Evaluation of the Innovative Projects course is based on a total of 100 marks. The assessment includes a C or Python programming lab test (25 marks), Phase-1 project presentation (20 marks), Phase-2 partial demo (25 marks), and the final project exhibition (30 marks). The evaluation criteria cover both theoretical knowledge and practical implementation, ensuring a comprehensive assessment of students'

capabilities.

VII. Innovation Project Expo

At the end of each semester, the University organizes a Two-day Innovation Project Expo where student project works are displayed. On the first day, Internal Faculty Members evaluate all projects and identify the top 100 based on criteria such as Innovation, Technical Complexity, Practical-implementation, Presentation Skills, and Overall-impact. On the second day, Industry Panellists evaluate the top 100 projects to determine the top 10. These Experts assess the projects based on Originality, Innovativeness, Viability, Real-world Application- potential, and Relevance to Society. The top 10 Projects receive recognition and suitable rewards, and the best projects are permanently displayed to inspire future batches.

Some of the top-ranking projects are:

- **Smart Home Automation**: Students developed a Project using Arduino and Embedded C, along with Raspberry Pi and Python Control Lights, Appliances, and Security Devices.

- **Environmental Monitoring:** In these projects, students developed sensors to measure air quality, temperature, humidity, and other parameters, and used Python to analyze and visualize the collected data.

- **Assistive Technologies**: Students developed Assistive Technologies for Individuals with Disabilities. These Devices included those which aid mobility, communication, or daily living activities, improving the quality of life for people in need.

VIII. Celebrating Achievements

The Innovative Projects have garnered significant acclaim. Based on the experiences of the past two academic years, on 26th May 2023, the Students at Presidency University set a new record for the "World's Largest Innovation Expo by 2600 Freshmen" in the World Book of Records—an International Forum of Records, UK. This achievement highlights the creativity, technical skills, problem-solving abilities, and hands-on project experience gained by students during their first year at Presidency University.

Conclusion

Project-based Learning using Arduino Boards with embedded C and Raspberry Pi Boards with Python at PU provides a fertile ground for Innovation, Creativity and Practical-application of Knowledge. By offering students the opportunity to execute their projects and engaging them in interdisciplinary collaboration, the University prepares its students to become innovative thinkers and problem solvers. With State-of-the-art Innovation Laboratories, Comprehensive Evaluation Processes, and recognition of exceptional achievements, this Project-based Learning-approach has been a resounding success.

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

5. CONCLUSION

Additional Information :

Presidency Univeristy Rankings

Presidency University, Bengaluru has been ranked in the Diamond Band with A+ Grade [Higher Education Institution of Excellence] under OBE Rankings 2022 by R World Institutional Ranking. Presidency University, Bengaluru has also been internationally ranked in the band 201-300 among Global Top 100 Innovative Universities in World's Universities with Real Impact Ranking (WURI) 2022. The Overall Ranking of Presidency University, Bengaluru in Times Higher Education Impact Ranking 2023 was 1001. The other rankings of Presidency University in 2021-22 includes:

- Presidency University, Bengaluru has been ranked AAAA under India's Best Young Universities 2023 survey conducted by careers 360.[source: july 2023 vol no.15, no. 7. Careers360 magazine].
- Presidency University, Bengaluru has been ranked 51-100 among the world university rankings for Innovation in fourth industrial revolution, May 18, 2023 by WURI 2023 rankings [the World University Rankings for Innovation].
- School of Law, Presidency University has been ranked top 5 in Pan India under Top Eminent Law Schools, Ranked top 6 under Top schools by state [Karnataka] by competition success review, CSR law schools survey 2023 [source: competition success review magazine, May 2023 issue].
- Presidency University, Bengaluru is ranked 69 in Pan India under multidisciplinary universities by the Week-Hansa research survey 2023 [source: the week magazine may 21, 2023, release].
- School of Management, Presidency University, Bengaluru has been ranked 55 under All - India Top B-Schools, graded B+++ under All - India Grade-wise Top B-Schools, ranked under All - India Region-wise Top B-Schools [South], by Deccan Chronicle B-School Survey 2023 [13th All India Best B Schools [www.chronicleindia.in/survey] issue date May 2023.

Presidency University, Bengaluru has been positioned very well by various other Ranking Agencies.

Concluding Remarks :

Presidency University is a young but progressive/forward-looking institution, committed to comply with the transformational higher education aspirations of the NEP 2020, and will go the last mile to kindle and emphasize on the acquisition of **5Cs - Communication, Curiosity, Creativity, Critical thinking and Collaboration** – amongst its Learners.   Towards this, the university has put in place an elaborate, time-scheduled strategic Institutional Development Plan (IDP). This plan has already been initiated and would be a beacon to render the university, both, competitive and globally-recognised.   It is the aspiration of the institution to build strong student-centric educational endeavours for multi-dimensional learning opportunities engrained in human values, ethics and Indian Ethos.