SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

PT. RAVISHANKAR SHUKLA UNIVERSITY

AMANAKA, GE ROAD, RAIPUR

492010

www.prsu.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1964,Pt. Ravishankar Shukla University (PRSU), located in Raipur, Chhattisgarh, stands as one of the oldest and most prestigious institutions of higher education in central India.Named after the first Chief Minister of Madhya Pradesh,the university has been a beacon of academic excellence, cultural heritage, and intellectual leadership for over six decades.

From its humble beginnings with just a handful of departments and affiliated colleges, PRSU has grown into a sprawling educational hub. Today, it offers a wide array of undergraduate, postgraduate, doctoral, and diploma programs across disciplines including science, humanities, social sciences, law, education, commerce, and technology. With over 150 affiliated colleges spread across the region, the university has played a vital role in shaping the academic landscape of Chhattisgarh.

A hallmark of PRSU is its commitment to academic rigor and research-driven education. The university houses different teaching departments and several research centers dedicated to advanced studies in various fields. Faculty members are not only experienced educators but also active researchers, contributing regularly to national and international journals. Interdisciplinary research, innovation, and the promotion of indigenous knowledge systems remain at the heart of PRSU's academic ethos.

The campus itself reflects the university's dedication to holistic development. Spread over a lush green expanse, it is equipped with modern infrastructure including well-stocked libraries, state-of-the-art laboratories, smart classrooms, computer centers, and dedicated research facilities. The Central Library, with its vast collection of books, journals, and digital resources, serves as an academic lifeline for students and researchers alike.

Beyond academics, PRSU places strong emphasis on extracurricular and co-curricular development. The university hosts a range of cultural, literary, and sports activities throughout the year, fostering a vibrant campus life.

In tune with changing times, PRSU has also embraced digitalization and innovation in teaching-learning practices. The adoption of online learning platforms, digital libraries, and e-governance systems reflects its progressive outlook while maintaining the values of traditional education.

Pt. Ravishankar Shukla University's rich legacy, combined with its forward-looking approach, continues to inspire generations of learners. It stands as a testament to the transformative power of education and remains committed to nurturing future leaders, thinkers, and change-makers.

Vision

"To make quality higher education accessible to all sections of society, including the tribal population of Chhattisgarh.To provide quality education in the disciplines of arts, humanities, social sciences, natural sciences and other disciplines of learning.To develop human resource with world class competence and skills in the respective disciplines."

Pt. Ravishankar University envisions making quality higher education accessible to all sections of society, with a special focus on reaching the tribal population of Chhattisgarh. Committed to excellence, the university aims to provide education across diverse disciplines including arts, humanities, social sciences, natural sciences, and other fields of learning. It strives to nurture and develop human resources equipped with world-class competence and skills, empowering students to excel in their respective domains and contribute meaningfully to society.

Mission

To develop the university as a centre of excellence for higher education and knowledge resource

To promote understanding the value of self-learning, creativity and competence building:

- By providing world-class education through university-teaching departments and schools.
- By promoting quality research in university schools and affiliated colleges.

Pt. Ravishankar University is dedicated to developing itself as a center of excellence for higher education and a vibrant resource of knowledge. The university is committed to promoting a culture where self-learning, creativity, and competence-building are deeply valued and actively nurtured.

In pursuit of this mission, the university offers world-class education through its various teaching departments and schools, ensuring that students are equipped with the knowledge, skills, and critical thinking abilities required to thrive in a dynamic global environment. Emphasis is placed on fostering an academic atmosphere that encourages innovation, intellectual exploration, and continuous personal and professional growth.

Alongside high-quality teaching, Pt. Ravishankar University also actively promotes quality research within its schools and affiliated colleges. The university recognizes research as a cornerstone of academic excellence and societal development, and thus supports scholarly inquiry that pushes the boundaries of knowledge across disciplines.

Through its focused efforts in teaching and research, Pt. Ravishankar University aims to empower students and scholars to contribute meaningfully to society, drive positive change, and uphold the highest standards of academic and ethical integrity.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Rich Legacy as an Iconic State University
Founded in 1964, Pt. Ravishankar University is one of the oldest and most respected institutions in Chhattisgarh, with a strong tradition of academic excellence and societal contribution.

2. Strong Research Culture
The university emphasizes both basic and applied research across disciplines, with active research centers, Ph.D. programs, government-funded projects, and industry collaborations.

3. Outreach to Tribal and Rural Communities

Special focus on the tribal population of Chhattisgarh through scholarships, educational initiatives, field projects, and extension activities to bridge regional disparities.

4. Women Empowerment

High enrollment of female students, proactive gender equality policies, leadership opportunities for women, and dedicated support services ensure a strong focus on women's education and empowerment.

5. Experienced and Highly Qualified Teaching Staff

A team of senior academicians and researchers with vast expertise guides students with a blend of traditional scholarship and modern pedagogy.

6. Diversity and Inclusivity

The university fosters a diverse student community, promoting multicultural understanding, social harmony, and inclusive education.

7. Advanced Library and Learning Resources

A fully digitized central library with vast physical and electronic resources, departmental libraries, and access to national and international knowledge networks.

8. Strong Infrastructure and ICT Integration

Modern classrooms, well-equipped laboratories, research facilities, seminar halls, Wi-Fi-enabled campus, and e-governance initiatives support efficient academic and administrative operations.

9. Active Student Support Systems

Mentor-mentee programs, placement cells, career counseling, skill development workshops, and financial assistance ensure overall student growth and progression.

10. Social Responsibility and Extension Activities

The university actively engages in community development, environmental sustainability initiatives, NSS activities, health camps, and awareness drives to promote social responsibility among students and staff.

Institutional Weakness

1. Limited National and International Visibility

Despite strong regional recognition, the university's national and global academic footprint could be expanded through strategic collaborations and branding.

2. Need for Greater Industry-Academia Linkages

Formal partnerships with industries for internships, research collaborations, and placements are comparatively limited and need strengthening.

3. Slow Adoption of Emerging Technologies

Integration of emerging fields like AI, Data Science, Biotechnology, and Robotics into regular curricula and research areas remains in early stages.

4. Infrastructure Upgradation

While basic infrastructure is strong, some laboratories, hostels, and sports facilities require modernization to meet international standards.

5. Limited Interdisciplinary Programs
Scope for offering more interdisciplinary and flexible programs that align with the New Education Policy (NEP) 2020 vision remains underdeveloped.

6. Lower International Student Enrollment
The university currently has limited enrollment of foreign students, affecting its global academic diversity and cultural exchange.

7. Skill-Based and Vocational Courses Underdeveloped
Need to offer more value-added, job-oriented short-term courses and vocational programs that meet the demands of the 21st-century economy.

8. Slow Administrative Reforms
Administrative processes, though improving with e-governance, can still be bureaucratic, slowing down decision-making and responsiveness in certain cases.

Institutional Opportunity

1. Expansion into Emerging Fields
Opportunity to introduce new academic programs in Artificial Intelligence, Data Science, Renewable Energy, Environmental Studies, and other futuristic fields.

2. Strengthening Industry Collaborations
Building strong linkages with industries for internships, skill development, consultancy, joint research, and improved placement opportunities.

3. Enhancing International Collaborations
Potential to establish academic partnerships with foreign universities for student exchange, joint degrees, research collaborations, and global exposure.

4. Increased Focus on Tribal and Rural Education
Leveraging its geographical advantage to become a leading center for tribal studies, rural development research, and social innovation.

5. Adoption of NEP 2020 Framework
Implementation of multidisciplinary education, Academic Bank of Credits, flexible curricula, and skill development courses aligned with NEP 2020 reforms.

6. Expansion of Online and Distance Learning Programs
Opportunity to introduce online degree programs, MOOCs, and hybrid learning models to reach a broader student base, especially remote learners.

7. Start-up and Innovation Ecosystem Development
Setting up incubation centers, entrepreneurship cells, and innovation hubs to promote student-led start-ups and

research commercialization.

8. Alumni Network Activation
Strengthening alumni relations for mentorship programs, industry linkages, fundraising, and global visibility.

9. Leveraging Government Schemes and Funding
Accessing national initiatives like RUSA, DST-FIST, DBT, ICSSR grants, and other funding schemes to upgrade research infrastructure and capacity building.

10. Focus on Sustainable Development Goals (SDGs)
Integrating themes like sustainability, gender equality, quality education, and climate action into research, outreach activities, and academic curricula to align with global priorities

Institutional Challenge

1. Enhancing National and International Ranking
Competing with top-tier institutions to improve rankings and academic reputation nationally and globally.

2. Attracting and Retaining Young Talent
Recruiting highly qualified faculty and research scholars, and providing growth opportunities to retain them.

3. Improving Interdisciplinary Research and Teaching
Breaking silos between departments and promoting interdisciplinary research projects and academic programs across sciences, humanities, and social sciences.

4. Meeting the Demands of Emerging Disciplines
Continuously updating curricula and research activities to address new-age fields like AI, Renewable Energy, Biotechnology, and Digital Humanities.

5. Modernizing Infrastructure
Upgrading physical infrastructure like laboratories, classrooms, hostels, sports complexes, and campus amenities to world-class standards.

6. Bridging the Skill Gap
Developing more hands-on, skill-based, and industry-aligned programs to boost student employability in a dynamic job market.

7. Managing Increased Competition from Private Universities
Addressing the growing competition from emerging private universities offering flexible, resource-rich environments.

8. Building a Strong Innovation and Start-up Culture
Establishing innovation hubs, incubation centers, and entrepreneurship programs to foster student-led start-ups and research commercialization.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Pt. Ravishankar University is dedicated to creating a dynamic, relevant, and forward-looking curriculum that addresses the academic, professional, and societal needs of today's world. The curricular framework blends traditional knowledge systems with modern advancements across a wide range of disciplines such as arts, humanities, social sciences, natural sciences, commerce, management, law, and education.

The university ensures curriculum relevance through regular revisions, involving inputs from academic experts, industry representatives, and other stakeholders. Emphasis is placed on interdisciplinary learning, skill development, and outcome-based education to foster critical thinking, creativity, and innovation.

A significant feature of the academic environment is the **Mentor-Mentee Scheme**, which provides personalized guidance to students. Special attention is given to **advanced learners**, offering them additional academic challenges, leadership opportunities, and support for competitive examinations.

The university strongly encourages student engagement in **research projects**, promoting a culture of inquiry and innovation at both undergraduate and postgraduate levels. Fieldwork, internships, and practical assignments are integral parts of the curriculum, providing hands-on experience and bridging the gap between theory and practice.

Additionally, the integration of ICT tools enhances the teaching-learning experience, making education more interactive and accessible. Through its rich curricular initiatives, Pt. Ravishankar University aims to nurture socially responsible, globally competent graduates capable of leading positive change in society.

Teaching-learning and Evaluation

Pt. Ravishankar University places strong emphasis on adopting innovative, student-centric teaching-learning methodologies that cater to diverse learning needs and foster holistic development. The university promotes a vibrant academic environment where experiential learning, critical thinking, and knowledge application are central to the educational process.

Teaching strategies combine traditional classroom methods with modern pedagogical tools, including **ICT-enabled learning**, flipped classrooms, blended learning, and use of e-resources. Faculty members regularly update their teaching techniques through orientation programs, refresher courses, and professional development initiatives to maintain high academic standards.

A distinctive feature of the teaching-learning process is the **Mentor-Mentee Scheme**, wherein students receive individual guidance and academic support. Special initiatives are taken to support **advanced learners** by providing research opportunities, additional academic challenges, and exposure to professional and competitive environments. Similarly, remedial classes and bridge courses are organized for slow learners to help them achieve academic parity.

The university strongly encourages **student engagement in research projects, fieldwork, internships, and practical training**, ensuring that learning extends beyond the classroom. Students are motivated to participate in seminars, workshops, and academic competitions to build confidence and applied skills.

The **evaluation process** at Pt. Ravishankar University is continuous, transparent, and comprehensive. It integrates formative and summative assessments, internal examinations, presentations, project evaluations, and viva-voce to holistically assess student performance. Regular feedback mechanisms from students and stakeholders ensure continuous improvement in teaching and evaluation processes.

Through these focused efforts, the university aims to create an environment where learners become critical thinkers, skilled professionals, and responsible citizens ready to meet global challenges.

Research, Innovations and Extension

Pt. Ravishankar University is deeply committed to fostering a culture of research, innovation, and societal engagement. Recognizing research as a cornerstone of academic excellence, the university actively promotes quality research across all disciplines, including arts, humanities, social sciences, natural sciences, and emerging areas of study.

Faculty members and students are encouraged to undertake **research projects** funded by national and international agencies. The university provides infrastructural support through well-equipped laboratories, research centers, and access to digital libraries and e-resources. **Advanced learners** and research scholars are given special encouragement through mentoring, workshops on research methodology, and training in scientific writing and publication ethics.

Innovation is nurtured through interdisciplinary research, incubation support, and collaboration with industries and research institutions. Students are motivated to develop original projects, patents, and startups under the guidance of experienced faculty, creating a spirit of entrepreneurship and problem-solving.

The university is equally committed to **extension activities** aimed at community development. Through various outreach programs, NSS units, and social awareness campaigns, students and faculty work closely with local communities, especially the tribal and rural populations of Chhattisgarh. Fieldwork, surveys, health camps, and environmental initiatives strengthen the university's role in social responsibility and nation-building.

By integrating research, innovation, and extension, Pt. Ravishankar University strives to produce knowledge that is socially relevant, globally competitive, and aligned with sustainable development goals.

Infrastructure and Learning Resources

Pt. Ravishankar University is committed to providing state-of-the-art infrastructure and comprehensive learning resources to foster a vibrant academic environment. The university's physical and digital infrastructure supports teaching, research, innovation, and holistic development.

The **Central Library** is a major academic hub, equipped with a vast collection of books, journals, e-books, and research databases. It offers modern facilities such as digital resource centers, remote access to e-resources, automated library services, and a dedicated reading area to promote academic excellence. Departmental libraries further supplement the Central Library, ensuring easy access to specialized materials across disciplines.

The university boasts **well-equipped laboratories** for various departments including sciences, and social

sciences, supporting practical learning, experimentation, and research. Advanced equipment, computing facilities, language labs, and research centers enhance hands-on learning experiences for students and scholars.

In addition, the campus houses smart classrooms, seminar halls, auditoriums, and conference rooms fitted with ICT tools to facilitate modern teaching-learning methods. High-speed internet connectivity, Wi-Fi-enabled zones, and e-learning platforms ensure seamless integration of technology into education.

Sports complexes, hostels, health centers, and cafeterias contribute to the well-being and holistic development of students. The university continually upgrades its infrastructure to meet growing academic needs and to maintain an environment conducive to innovation and excellence.

Through its robust infrastructure and diverse learning resources, Pt. Ravishankar University empowers students and faculty to achieve academic, research, and professional excellence.

Student Support and Progression

Pt. Ravishankar University places a strong emphasis on providing comprehensive support systems to ensure the academic, personal, and professional development of its students. The university is committed to creating an inclusive and nurturing environment that promotes student success at every stage.

Various **student support services** are in place, including career counseling, mentoring programs, soft skill development workshops, and language training, all aimed at enhancing employability and life skills. The **Mentor-Mentee Scheme** provides personalized academic guidance, helping students navigate their educational journey effectively.

Special initiatives such as remedial coaching for slow learners, coaching classes for competitive examinations, and orientation programs for freshers ensure that students from diverse backgrounds are adequately supported. Advanced learners are encouraged to engage in research projects, internships, leadership roles, and academic competitions.

The university also runs **placement cells** and career guidance units that facilitate internships, job opportunities, and industry-academia interaction. Regular campus recruitment drives and skill development programs prepare students for professional success.

For holistic growth, Pt. Ravishankar University supports a range of **co-curricular and extracurricular activities**, including sports, cultural festivals, student clubs, and NSS activities. Scholarships, fellowships, and financial assistance schemes are available to ensure that financial constraints do not hinder student progression.

The university maintains robust **alumni networks**, which contribute to mentoring, networking, and career advancement opportunities for current students. Through these comprehensive support systems, Pt. Ravishankar University ensures that students are well-prepared for higher studies, employment, entrepreneurship, and meaningful contributions to society.

Governance, Leadership and Management

Pt. Ravishankar University upholds a transparent, participative, and visionary system of governance that

ensures effective leadership and efficient management across all levels. The university is guided by a commitment to academic excellence, social responsibility, and continuous institutional development.

The **governance structure** is defined by democratic processes where major academic and administrative decisions are made through statutory bodies like the Executive Council, Academic Council, Finance Committee, and Board of Studies. These bodies operate in consultation with faculty, students, and external experts, promoting a culture of collective leadership and accountability.

The university's **leadership**—comprising the Vice-Chancellor, Deans, Heads of Departments, and administrative officers—provides strategic direction, policy formulation, and dynamic execution of plans aligned with the institution's vision and mission. Leadership actively encourages innovation, research, international collaborations, and the adoption of best practices in teaching and administration.

Efficient **management practices** are in place to ensure optimal utilization of resources, financial transparency, and academic integrity. Regular audits, internal quality checks through the IQAC (Internal Quality Assurance Cell), and continuous feedback mechanisms help maintain institutional effectiveness and foster an environment of quality improvement.

Capacity-building programs, leadership training for faculty and staff, and performance appraisal systems ensure that human resources remain motivated and future-ready. E-governance initiatives such as online admission, examination management, and e-office practices further enhance administrative efficiency.

Through strong governance, visionary leadership, and robust management, Pt. Ravishankar University strives to deliver value-driven education and to position itself as a leading center of higher learning at the national and global levels.

Institutional Values and Best Practices

Pt. Ravishankar University is deeply committed to fostering an academic environment that upholds strong institutional values, which are foundational to its mission of providing quality education and contributing to societal development. The university emphasizes values of **integrity, inclusiveness, innovation, and social responsibility**, ensuring that its policies and practices align with both national and global standards.

The core **institutional values** at Pt. Ravishankar University include:

1. **Academic Integrity**: The university maintains a strict adherence to ethical standards, ensuring fairness, transparency, and accountability in all academic and administrative processes.

2. **Inclusivity and Diversity**: Emphasizing equal opportunities for all students, including marginalized and tribal communities, the university strives to provide a learning environment that values diversity and promotes inclusivity.

3. **Social Responsibility**: Students and faculty are encouraged to engage in community service and extension activities, directly contributing to the development of the region, particularly in rural and tribal areas.

4. **Innovation and Research**: The university fosters a culture of creativity, research, and entrepreneurship,

providing ample opportunities for students and faculty to engage in cutting-edge research and innovation.

Best Practices at Pt. Ravishankar University include:

1. **Mentor-Mentee Scheme**: A personalized academic support system where students receive guidance and mentoring from faculty members, fostering holistic development.

2. **Research and Innovation Promotion**: The university actively supports research initiatives through funding, research centers, and collaborations with industries, encouraging students and faculty to engage in innovative projects.

3. **Community Engagement and Extension Programs**: Through initiatives like NSS, fieldwork, health camps, and environmental projects, the university bridges the gap between academia and community development.

4. **ICT Integration in Teaching-Learning**: The use of smart classrooms, e-learning platforms, and digital resources enhances learning and teaching methods, making education more accessible and interactive.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	Pt. Ravishankar Shukla University
Address	Amanaka, GE Road, Raipur
City	Raipur
State	Chhattisgarh
Pin	492010
Website	www.prsu.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	01-05-1964
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	01-05-1964	[View Document](#)
12B of UGC	01-05-1964	[View Document](#)

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.**	**Program mes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Amanaka, GE Road, Raipur	Urban	300.17	60000	UG, PG, PG Diploma, Ph.D., Diploma, Certificate		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Education/Teachers Training	3	42	45
Universal/Common to All Disciplines	47	69	116

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	161
Colleges Under 2(f)	27
Colleges Under 2(f) and 12B	52
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	3
Colleges with Postgraduate Departments	68
Colleges with Research Departments	17
University Recognized Research Institutes/Centers	21

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

SRA program	Document
AICTE	108473_7553_1_1639553907.pdf
AICTE	108473_16288_1_1738761417.pdf
AICTE	108473_16288_1_1738761417.pdf
AICTE	108473_16288_1_1738761417.pdf
AICTE	108473_16288_1_1738761417.pdf
NCTE	108473_7553_4_1644047165.pdf
NCTE	108473_16288_4_1741269652.pdf
NCTE	108473_16288_4_1741269652.pdf
NCTE	108473_16288_4_1741269652.pdf
PCI	108473_7553_6_1644235337.pdf
PCI	108473_16288_6_1738761470.pdf
PCI	108473_16288_6_1738761470.pdf
BCI	108473_7553_8_1643098416.pdf
BCI	108473_16288_8_1738761503.pdf
BCI	108473_16288_8_1738761503.pdf
RCI	108473_7553_19_1639573968.pdf
RCI	108473_16288_19_1738761530.pdf
RCI	108473_16288_19_1738761530.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	32				64				153			
Recruited	7	2	0	9	14	4	0	18	43	18	0	61
Yet to Recruit	23				46				92			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				474
Recruited	177	43	0	220
Yet to Recruit				254
On Contract	10	5	0	15

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				118
Recruited	50	16	0	66
Yet to Recruit				52
On Contract	1	0	0	1

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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	27	13	0	10	3	0	24	8	0	85
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	2	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	18	48	0	66
M.Phil.	0	0	0	0	0	0	19	20	0	39
PG	0	0	0	0	0	0	13	16	0	29
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	2	0	0	2

Chairs Instituted by the University

Sl.No	**Name of the Department**	**Name of the Chair**	**Name of the Sponsor Organisation/Agency**
1	Pt. Ravishankar Shukla University	Swami Vivekanand Chair	University Grants Commission
2	Pt. Ravishankar Shukla University	Srimant Sankardev Anushandhan Peeth	Pt. Ravishankar Shukla University and Chhattisgarh State Government

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	272	2	0	0	274
	Female	310	1	0	0	311
	Others	0	0	0	0	0
PG	Male	725	16	0	0	741
	Female	983	18	0	0	1001
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	52	1	0	0	53
	Female	61	4	0	0	65
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	121	9	0	0	130
	Female	155	4	0	0	159
	Others	0	0	0	0	0
Diploma	Male	7	0	0	0	7
	Female	37	3	0	0	40
	Others	0	0	0	0	0
Certificate / Awareness	Male	24	2	0	0	26
	Female	42	3	0	0	45
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	5

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	240	13	0	0	253
Female	266	23	0	0	289
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-10-2006
Number of UGC Orientation Programmes	19
Number of UGC Refresher Course	43
Number of University's own Programmes	8
Total Number of Programmes Conducted (last five years)	126

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation B+	75.1	[Certificate Cycle I.pdf](#)	
Cycle 2	Accreditation B	2.62	[Certificate Cycle II.pdf](#)	
Cycle 3	Accreditation A	3.02	[Certificate Cycle III.pdf](#)	
	B++	2.79		
Cycle 4	Accredation	4		[View Document](#)

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Center For Basic Sciences	[View Document](#)
Institute Of Management	[View Document](#)
Institute Of Renewable Energy Technology And	[View Document](#)

Management	
Institute Of Teachers Education	[View Document](#)
School Of Regional Studies And Research	[View Document](#)
School Of Studies In Ancient Indian History Culture And Archaeology	[View Document](#)
School Of Studies In Anthropology	[View Document](#)
School Of Studies In Biotechnology	[View Document](#)
School Of Studies In Chemistry	[View Document](#)
School Of Studies In Computer Science And It	[View Document](#)
School Of Studies In Economics	[View Document](#)
School Of Studies In Electronics And Photonics	[View Document](#)
School Of Studies In Environmental Science	[View Document](#)
School Of Studies In Forensic Science	[View Document](#)
School Of Studies In Geography	[View Document](#)
School Of Studies In Geology And Wrm	[View Document](#)
School Of Studies In History	[View Document](#)
School Of Studies In Law	[View Document](#)
School Of Studies In Library And Information Science	[View Document](#)
School Of Studies In Life Science	[View Document](#)
School Of Studies In Literature And Languages	[View Document](#)
School Of Studies In Mathematics	[View Document](#)
School Of Studies In Physical Education	[View Document](#)
School Of Studies In Physics And Astrophysics	[View Document](#)
School Of Studies In Psychology	[View Document](#)
School Of Studies In Sociology And Social Work	[View Document](#)
School Of Studies In Statistics	[View Document](#)
Swami Vivekanand Memorial School Of Studies In Comparative Religion And Philosophy	[View Document](#)
University Institute Of Pharmacy	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Pt. Ravishankar Shukla University (PRSU) stands as one of the region's pioneers and largest institution of higher learning. Functioning as both an affiliating university and a university teaching department, it boasts a diverse network of affiliated government-run and self-financed colleges catering to the needs of diverse students from urban, rural, and tribal areas. The university has strengthened interdisciplinary and multidisciplinary components to create a more vibrant and dynamic learning environment through several key strategies: Curriculum reform: In alignment with the National Education Policy (NEP) 2020, interdisciplinary programs and courses that integrate knowledge from multiple disciplines have been developed. Flexible curriculum options: Students choose electives from different disciplines, enabling them to tailor education to their individual interests and career goals. Interdisciplinary projects and assignment: Students are encouraged to work on group projects, case studies, or research projects that require them to apply knowledge from diverse fields. Faculty collaboration: Faculties from different departments have collaborated on research projects funded by external agencies. Interdisciplinary workshops and seminars: These events fostered dialogue and collaboration among faculty members, scholars and students from diverse disciplines. Student engagement: Student clubs provide opportunities for students to engage in interdisciplinary activities. Guest lectures and field trips help them explore topics from multiple perspectives.
2. Academic bank of credits (ABC):	In its pursuit of curricular innovation, Pt. Ravishankar Shukla University has embraced the transformative potential of the Academic Bank of Credits (ABC) framework. Recognizing the value of student mobility and lifelong learning, the University has taken several proactive steps. Training sessions have been organized for faculty members to familiarize them with the ABC system and address their concerns regarding its implementation. The University is collaborating with concerned authorities to ensure seamless integration of its curriculum for credit transfer and storage within the ABC system.

	Efforts are underway to seamlessly integrate the ABC framework into existing course structures, empowering students to leverage credits earned from external institutions for a more flexible, personalized, and enriching academic journey. A wider range of experiences for credit accumulation, including online courses, MOOCs, professional certifications, and work-based learning experiences are being identified and recognised. Memorandum of Understanding (MoUs) with different academic and research organizations are being reviewed to offer wider choice to the students and facilitate credit mobility. This collaborative approach will pave the way for the introduction of new courses and streamline credit transfer mechanisms, aligning with the NEP's vision of a flexible and interdisciplinary learning ecosystem.
3. Skill development:	The University aligns academic programs with the evolving needs of the job market and industry-relevant skills and knowledge are incorporated into core courses. Emphasis is placed on experiential learning through projects, internships and hands-on training. The University offers specialised programs in high demand sectors such as technology, healthcare and renewable energy, aligning with emerging industry needs. The University demonstrates a strong commitment to vocational education and skill development by extending its academic offerings beyond traditional disciplines. The Bachelor of Vocation (B.Voc.) program equips students with job-oriented skills aligning with the National Skills Qualifications Framework, ensuring graduates possess practical skills and industry-relevant competencies for success in the dynamic job market. The University Science Instrumentation Centre (USIC) offers specialised training and certification programs to enhance practical skills of the students. In addition to fostering value-based education, and promoting awareness of ethical, constitutional, and environmental issues, opportunities are also provided for its students for soft skill development equipping them with interpersonal and communication skills highly sought after by employers in today's competitive workforce.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The curriculum of the University currently integrates the Indian Knowledge System (IKS), and a comprehensive review of the syllabus is being undertaken to further enhance IKS inclusion,

	including appropriate credit allocation. Several post-graduate programs, such as Ancient Indian History, Culture & Archaeology, Anthropology, Economics, History, Linguistics, Education, Yoga and Integrated Master of Science, already incorporate relevant aspects of IKS. Faculty members and research scholars are equipped with the necessary knowledge to teach IKS-related subjects through the Online NEP Orientation and Sensitization Programs. The bilingual mode of teaching and learning, leveraging ICT facilitates enhanced student engagement, allowing them to access knowledge in their preferred medium. The cultural events celebrate Indian art, music, dance and literature. Guest speakers, artists and practitioners of IKS are invited to interact with students and share their knowledge and expertise. The vibrant cultural environment of the university fosters a campus environment that celebrates and promotes Indian culture and heritage. Through these multifaceted initiatives, the university revitalises and promotes IKS, fostering a deeper appreciation of India's unique cultural and intellectual heritage, nurturing a sense of cultural pride among students.
5. Focus on Outcome based education (OBE):	The University prioritises student success by implementing an Outcome-Based Education (OBE) framework across all academic levels. This phased approach ensures that graduates acquire the demonstrable skills and knowledge outlined in program learning outcomes. The university is actively implementing OBE within its teaching departments (UTDs) for post-graduate programmes, ensuring that all courses have clearly defined and measurable learning outcomes aligned with program-level outcomes. Regular curriculum reviews ensure that learning outcomes remain relevant with the evolving needs of the job market and society. Active engagement with the Central Board of Studies of the state is maintained to facilitate adoption of OBE across graduate programs. Diverse assessment methods, including assignments, projects, presentations, case studies are utilised to assess student learning. Continuous assessment throughout the semester provides timely feedback to students, enabling them to identify areas for improvement. The faculty members are encouraged to share best practices and support each other in implementing OBE effectively. Student feedback on teaching and

	learning is incorporated to continuously improve the quality of education, equipping the graduates for success in their chosen careers.
6. Distance education/online education:	The University is not offering any distance education programmes/online programmes recognized by the University Grants Commission-Distance Education Bureau (UGC-DEB).

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Pt. Ravishankar Shukla University, Raipur, has established the Electoral Literacy Club (ELC) objective of the club is to promote democratic values, voter awareness, and ethical voting practices among students. The club actively engaged students in understanding the electoral process and participating in electoral literacy initiatives.
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 Prof. L.S. Gajpal, Professor of Sociology and Social Work, as the Faculty Coordinator for the ELC. In addition, The ELC is fully operational and maintains a representative character, ensuring inclusive participation from students belonging to diverse social, regional, and academic backgrounds. Prakash Yadu is currently presiding as student's coordinator.
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.	Innovative Programmes and Initiatives by ELC The ELC has undertaken several innovative activities and campaigns, including: Organized Voter Registration Camps within the university campus. Conducted awareness rallies and outreach programs in nearby communities. Provided voluntary assistance to the District Election Office during election processes. Promoted ethical voting through poster exhibitions, street plays, and workshops. Special awareness drives targeting marginalized groups such as transgender persons, differently abled individuals, senior citizens, and women engaged in commercial sex work. These initiatives have significantly contributed to enhancing electoral participation and awareness among students and the broader society.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,	Socially Relevant Projects and Research-Based Initiatives The University has undertaken socially relevant electoral initiatives in collaboration with the

publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Election Commission of India, CEO, Raipur Chhattisgarh. Prior to the State Assembly Elections and Parliament Elections, a Baseline Survey was conducted by faculty and students from the Department of Sociology and Social Work to assess voter awareness, youth participation, and the status of marginalized communities in the electoral process. After the Assembly and Parliament elections, an End line Survey was also conducted to evaluate the impact of voter awareness programs and participation rates. A comprehensive report based on these surveys was prepared and submitted to the Election Commission of India, CEO, Raipur Chhattisgarh. This project not only provided practical exposure to students but also highlighted the University's active role in strengthening democratic engagement through academic research and fieldwork.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Although many students above the age of 18 are enrolled as voters, a considerable number are yet to be registered. Recognizing this, the ELC and the University have undertaken focused efforts to increase voter registration, including: Conducted awareness campaigns on the importance of voter registration. Organized registration drives and camps in collaboration with electoral authorities. Educated students about the National Voter Service Portal (NVSP) and the registration process. Hosted workshops and training sessions to institutionalize regular voter registration among eligible students. The University is working towards establishing a systematic mechanism to ensure that all students who attain voting age are facilitated to register in the electoral roll in a timely and efficient manner.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2728	2813	2525	2764	2621
File Description			Document	
Institutional Data in prescribed format			View Document	

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
1111	1171	1283	1196	1106
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

2023-24	2022-23	2021-22	2020-21	2019-20
92	93	99	106	110
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: 110

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)

2023-24	2022-23	2021-22	2020-21	2019-20
1337.60	2475.79	1256.64	1918.56	1481.14

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

PRSU is committed to delivering an academically rich and socially conscious learning environment. The syllabi of all programmes are carefully crafted to align with evolving **local, regional, national, and global priorities**, evident in the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) of every programme.

With 29 Schools of Studies, institutions, and centers, PRSU provides a diverse selection of academic programs across numerous fields, including Science, Life Sciences, Technology, Information Technology, Law, Social Sciences, Arts, Management, Physical Education, and Education. A total of 81 programmes, encompassing UG, PG, PG Diploma and PhD are available on campus. Additionally, some new UG and PG programmes have been started like B.Sc B.Ed, B.Com B.Ed, BA. B.Ed, MA Sindhi, M.Com, M.Sc Forensic Science, M.Sc RETM and 4 new M. Pharm programmes. All the programmes are structured following the standards and directives set forth by statutory and regulatory authorities like the University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Teacher Education (NCTE), Rehabilitation Council of India (RCI), Bar Council of India (BCI), and Pharmacy Council of India (PCI).

PRSU's curricula are deeply rooted in the socio-cultural and economic fabric of Chhattisgarh. Recognizing the state's unique demographic and ecological landscape, the university offers programmes in Rural Development, Anthropology, Geography, Geology, Regional Planning and Development etc. These courses are tailored to address local challenges, promote indigenous knowledge systems, and foster community engagement wherein students are encouraged to connect with indigenous communities and contribute to their strengthening. The inclusion of field work, projects and internships in more than 85% of the programmes enables students to work directly with local communities, thereby enhancing their practical understanding and contributing to regional development initiatives.

PRSU aligns its academic programmes with India's developmental agendas, such as the National Education Policy (NEP) 2020, Skill India and Digital India initiatives. The well-defined Course Outcomes (COs), Programme Specific Outcomes (PSOs), and Programme Outcomes (POs) for every course and programme act as guiding principles for both educators and students. The University also provides focused Diploma and certificate courses in developing and socially relevant fields like Diploma in European and Asian Languages French, English and Sindhi and Certificate courses in Women's Law, and Gender Justice, Community Based Participatory Research, Translation, Yoga and Econometrics. These programmes are precisely designed to address shifting societal demands and foster the growth of a more inclusive and just society.

Understanding the imperatives of globalization, PRSU ensures that its curricula are attuned to international standards and global challenges. Courses are designed to cultivate critical thinking, adaptability, and cross-cultural competencies among students. PRSU ensures that its curricula deals with the global issues such as climate change, public health, and sustainable development and prepares its students to contribute meaningfully on the world stage.

Through its comprehensive and forward-thinking curricular strategies, PRSU exemplifies how higher education institutions can serve as catalysts for development across multiple spheres. By integrating local insights with national priorities and global perspectives, PRSU not only imparts quality education but also empowers its students to become agents of change in an interconnected world

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:

PRSU constantly makes efforts to enhance the employability, entrepreneurial capabilities, and skill sets of its students through a strategically designed academic framework. Commitment to integrate employability-oriented content across a significant percentage of its academic programmes is being demonstrated in the curriculum. Each programme is structured to provide a balanced mix of theoretical knowledge and practical application. There are dedicated courses that focus on communication skills, digital literacy, problem-solving and critical thinking. Moreover, field work, project, internship and industry based training are integrated into the academic framework to prepare students for real-world challenges and boost their career prospects.

The University is cultivating a mindset of innovation and entrepreneurship among students, researchers, and faculty members through integrating entrepreneurship/ skill development in academic programmes which are embedded within curriculum design, research initiatives, outreach activities and partnerships with industry and research institutions. In alignment with the Government of India's vision to promote a culture of innovation and startups in higher educational institutions, PRSU has adopted the National Innovation and Start-up Policy and has Institute Innovation Council that provides students with the guidance needed to transform innovative ideas into viable business ventures. Training programs, workshops and lectures from industry experts are regularly conducted to create an enabling ecosystem for aspiring entrepreneurs.

Skill development is emphasized through hands-on training, laboratory work, project-based

learning embedded in the curriculum. Vocational programmes offered by the University is directly aligned with national skill development goals and have a strong practical component to enhance job readiness. In addition, the University organizes regular skill enhancement workshops, industry visits, and expert lectures offering students first hand exposure to industrial practices and emerging trends in the job market.

The University actively engages its students in community-based extension activities, which helps to develop civic responsibility among students along with leadership and organizational skills which very important aspects for employability and entrepreneurship. PRSU has University Science Instrumentation Centre (USIC) to serve as a dynamic skill development hub for the students.

Through its integrated approach combining academics, research, skill development, and community engagement, PRSU continues to make significant strides in preparing its students to be industry-ready professionals, innovative entrepreneurs, and socially responsible citizens.

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: 28.54

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

Response: 540

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

Response: 1892

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

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:

PRSU strives to develop well-rounded individuals, who are academically proficient and socially conscious. Professional ethics, gender awareness, human values, environmental awareness, and sustainability are well integrated into its curriculum across all the disciplines. These overarching themes are in alignment with the University's vision and their incorporation ensures that students acquire a holistic understanding of societal issues and cultivate the skills and values essential for addressing them.

Professional Ethics is an important component of postgraduate programmes across various subjects which are dedicated on ethical practices in professional and academic settings at PRSU. Through dedicated courses in ethics, values, and integrity, students are encouraged to explore moral dilemmas, decision-making processes, and responsible behavior. Pre-Ph.D. coursework is an essential element ensuring researchers and scholars adhere to ethical standards in their academic pursuits. There is a policy for Plagiarism detection which monitors and evaluates all Ph.D. theses and research papers to uphold academic integrity and originality in scholarly work. Moreover, Institutional Ethical Committee for Human Research has been established to scrutinize and approve all research involving human subjects. This committee ensures that ethical guidelines are strictly followed and that human dignity, rights, and safety are upheld in all research endeavors.

PRSU places a strong emphasis on other cross-cutting issues like gender awareness and equity. Numerous postgraduate programs integrate courses or segments addressing women's issues, gender justice, and women empowerment. The Centre for Women's Studies at PRSU actively initiates awareness drives, community engagement programs, workshops, and seminars on topics concerning gender parity, violence against women, legal rights, and inclusion. These efforts align with NEP 2020's emphasis on inclusive education and equal opportunity.

The curriculum at PRSU is thoughtfully designed to address contemporary environmental concerns and promote sustainable practices. Courses related to Environmental Science are important component of the various programmes, ensuring that every student gains a foundational understanding of ecology, climate change, biodiversity, and sustainable living. The University also offers programmes in fields such as Environmental Studies and Renewable Energy Technology and Management to furnish students with hands-on skills in sustainable energy solutions. Courses and training in green technology, pollution control, and solar energy, water harvesting are incorporated throughout science and technology disciplines.

PRSU acknowledges the pressing need to address ecological sustainability concerns and has adopted a proactive role in advancing environmental education. Environmental awareness and commitment to sustainable development are cultivated among students through a diverse array of activities, including expert talks, industrial tours, seminars, and field-based learning experiences.

Through a well-structured curriculum, Pt. Ravishankar Shukla University successfully integrates cross-cutting themes that address professional ethics, gender sensitivity, human values, and environmental sustainability. These elements, deeply rooted in the SDGs and NEP 2020, cultivate a generation of learners who are not only academically proficient but also socially conscious and globally responsible. PRSU's comprehensive approach ensures that students are equipped to meet the demands of a rapidly changing world with compassion, integrity, and a commitment to sustainable development.

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: 47

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]()

1.3.3

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

Response: 78.43

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: 40

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

Response: 51

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]()

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](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 82

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

2023-24	2022-23	2021-22	2020-21	2019-20
1575	1581	1552	1596	1595

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

2023-24	2022-23	2021-22	2020-21	2019-20
1233	1331	1256	1329	1328

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](#)

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: 94.3

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**

2023-24	2022-23	2021-22	2020-21	2019-20
748	871	779	857	882

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

2023-24	2022-23	2021-22	2020-21	2019-20
877	883	857	880	890

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](#)

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:

The institution adopts a comprehensive and structured approach to assess the diverse learning levels of students, ensuring inclusive academic engagement and targeted pedagogical support. At the commencement of every academic session, student profiling is carried out to evaluate their academic preparedness, learning aptitude, linguistic proficiency, and subject-specific orientation. This diagnostic approach facilitates the identification of both slow and advanced learners, empowering faculty to formulate appropriate academic support measures.

A combination of formative and summative assessments— encompassing unit tests, diagnostic quizzes, classroom participation, oral interactions, written assignments, and project-based evaluations— serves to measure the learning advancement and scholastic abilities of students. Faculty members identify slow learners through continuous classroom observation and performance analysis, enabling early intervention.

For slow learners, remedial strategies are adopted that emphasize conceptual clarity, foundational knowledge, and gradual progression. These include classroom activities , additional tutorial sessions, one-on-one mentoring, peer-assisted learning, simplified study materials, and focused group discussions. Special language proficiency programs are also organized to assist students facing difficulties in communication and academic writing. These endeavors are integrated within the Choice-Based Credit System (CBCS) and supported by schemes such as UGC Coaching Centers, especially particularly advantageous for students from Scheduled Castes/Tribes/Other Backward Classes and economically disadvantaged backgrounds.

In contrast, advanced learners are offered enrichment opportunities to challenge their intellectual capacity and deepen their academic engagement. They are encouraged to participate in national and international seminars, publish research articles, present papers, and take leadership roles in academic events. Faculty guide these learners towards pursuing Massive Open Online Courses (MOOCs), the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) platform, and National Programme on Technology Enhanced Learning (NPTEL) courses to acquire supplementary credentials and specialized expertise in developing fields of interest.Advanced learners are eligible to engage in projects both within the institute's departments and in external organizations. These students are also involved in minor research projects, internships, and collaborative learning endeavors that cultivate research proficiency and professional competencies.

The institution regularly organizes expert lectures, webinars, and academic interactions with eminent scholars, researchers, and industry professionals from reputed institutions. These activities not only enhance subject knowledge but also expose students to interdisciplinary and application-based learning. Educational visits to leading institutions, laboratories, and research facilities offer hands-on learning experiences, particularly advantageous for both slow and advanced learners in understanding practical applications of theoretical concepts.

A well-established mentor-mentee system further strengthens this framework by providing continuous academic and emotional support. Mentors monitor the scholastic advancement of their mentees, pinpoint difficulties, and suggest suitable academic resources and support measures.

By addressing the diverse learning needs of students through this differentiated approach, the institution promotes a learner-centric ecosystem that nurtures equity, excellence, and holistic development. The inclusive teaching strategies guarantee that all learners are supported, while concurrently establishing paths for scholastic progression and career achievement for top-performing students.

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: 29.65

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](#)

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:

The institution embraces a vibrant and student-centric pedagogical approach that emphasizes experiential learning, participative engagement, and problem-solving methodologies to enrich the learning experience. These approaches are systematically integrated into the curriculum to ensure active student participation in Ideathon to develop critical thinking and holistic development.

Experiential learning forms an integral part of the academic framework, allowing students to connect theoretical understanding with practical application. Hands-on training through laboratory experiments, fieldwork, industrial visits, internships, and project-based learning activities equips students with real-world skills and applied competencies. Departments frequently organize field excursions, surveys, and industrial interactions that foster a contextual understanding of academic content and instill problem-solving abilities in complex, practical scenarios.

Participative learning is promoted through interactive classroom practices such as group discussions, debates, peer-teaching, role-playing, and collaborative projects. Students regularly engage in seminars, presentations, and academic competitions like quizzes, essay writing, and model exhibitions, enhancing communication, leadership, and decision-making skills. Participation in co-curricular clubs and student-

led initiatives further cultivates teamwork and innovation.

The curriculum also incorporates problem-solving methodologies through case study analysis, design thinking exercises, and scenario-based learning. These methodologies challenge students to analyze situations critically, evaluate alternatives, and propose effective solutions. Particular emphasis is placed on nurturing a mindset for starting new ventures and a talent for investigation by promoting involvement in invention competitions, collaborative coding events, and the presentation of scholarly articles.

To strengthen teaching effectiveness and support diverse learning styles, the institution widely employs ICT-enabled tools and online resources. Faculty members incorporate technology into the teaching-learning process through platforms such as Google Classroom, **Moodle, and Microsoft Teams**, which enable smooth delivery of course materials, assignments, assessments, and feedback. Audio-visual aids, interactive smartboards, and LCD/DLP projectors are standard features in classrooms, ensuring vibrant content delivery.

The university promotes the use of global learning platforms like SWAYAM, MOOCs, NPTEL, and e-PG Pathshala, enabling students to access high-quality academic content from national and international sources. These platforms offer certification opportunities and broaden students' exposure to interdisciplinary topics. Faculty also curate multimedia presentations, animations, and simulations to explain complex concepts with clarity and precision.

A comprehensive digital library, furnished with access to e-books, e-journals, and research databases like **INFLIBNET**, and JSTOR, offers students a plentiful collection of academic resources. The institution's high-speed campus-wide Wi-Fi and computer labs guarantee continuous digital access for research and self-directed learning.

Consistent **feedback from students** is employed to refine teaching methods and technological interventions, cultivating a **dynamic and adaptive academic ecosystem.** Through the convergence of innovative pedagogy, ICT integration, and outcome-based curriculum design, the institution fosters a vibrant and inclusive learning environment that empowers students with 21st-century competencies and prepares them for future academic and professional challenges.

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:

Pt.Ravishankar Shukla University has implemented a well-structured and proactive Mentor-Mentee

system that acts as a fundamental aspect of student support and growth. The scheme is designed to provide both academic guidance and psychological support to students, consequently cultivating a supportive and comprehensive educational environment. The university acknowledges the significance of personalized attention, notably the early stages of higher education, and has established this endeavor as an integral part of its central academic procedures.

The mentoring process commences directly from the induction phase through the DIKSHRAMBH program, a detailed orientation effort that assists students to "know your university" and "know your department." The Vice-Chancellor, Registrar, Dean of Student Welfare (DSW), Proctor, senior faculty members, and administrative staff all engage with the newly admitted students to acquaint them with the institutional framework, code of conduct, academic standards, and available support services. This initial engagement establishes a solid groundwork for trust and relationship between students and faculty.

Beyond academics, the university also addresses the psychological and emotional well-being of its students through a dedicated Counselling Cell. This cell organizes mental health awareness programs and workshops on stress management, emotional resilience, and self-esteem building. Particular attention is given to first-generation learners, students from rural or disadvantaged backgrounds, and those encountering socio-emotional challenges. The aim is to cultivate a sense of belonging and emotional security among all students.

Each department across the university appoints dedicated faculty mentors and allocates students to them to ensure individual attention. These faculty mentors function as guides, counselors, and role models during the students' entire academic journey. Regular mentoring sessions— encompassing both individual and group meetings —are conducted wherein students can freely discuss their academic difficulties, time management issues, examination anxiety, and other concerns in a safe, non-judgmental space.

The mentoring framework is comprehensive, encompassing academic guidance such as time management, examination preparation, career planning, and higher education opportunities. Mentors participate in orientation and sensitization programs to provide them with essential skills in active listening, empathetic communication, and basic psychological first-aid. In complex or critical psychological cases, mentors coordinate with trained counselors or the institutional Student Wellness Cell, thereby ensuring ongoing care and professional intervention when required

Feedback mechanisms are integrated , allowing the institution to assess its impact and make ongoing improvements. Mentee feedback is collected periodically to evaluate mentor effectiveness, communication quality, and perceived support.

This structured and empathetic approach has led to numerous positive outcomes, including increased student retention, improved academic performance, and enhanced student satisfaction. The mentor-mentee system also plays a key role in identifying the talents and aspirations of students, guiding them toward research opportunities, internships, and higher education avenues.

In conclusion, the Mentor-Mentee scheme at Pt. Ravishankar Shukla University is a dynamic and comprehensive support mechanism that addresses the academic and psychological needs of students, contributing significantly to their overall growth and success.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[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: 45

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

2023-24	2022-23	2021-22	2020-21	2019-20
220	220	220	220	220

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](#)

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: 97.27

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: 107

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

2.4.3

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

Response: 18.77

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

Response: 1727

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](#)

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: 16.2

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**

2023-24	2022-23	2021-22	2020-21	2019-20
15	17	17	16	16

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](#)

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: 0.56

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

2023-24	2022-23	2021-22	2020-21	2019-20
32	24	0	2	17

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

2023-24	2022-23	2021-22	2020-21	2019-20
2728	2813	2525	2764	2621

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](#)

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](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The university has systematically articulated and implemented well-defined learning outcomes, encompassing Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), through rigorous deliberations in various statutory academic bodies, particularly the Board of Studies (BoS). These outcomes are framed in accordance with national education standards and contemporary global academic expectations, emphasizing on academic excellence, industry relevance, and community requirements.

The POs, PSOs, and COs are transparently published on the university website and departmental web pages, ensuring their visibility to all stakeholders—students, faculty, alumni, employers, and regulatory bodies. Each School of Studies ensures that its curriculum, program structure, syllabi, and expected learning outcomes are prominently displayed. Furthermore, these outcomes are also embedded in academic handbooks, course outlines, and orientation materials distributed at the commencement of each academic session.

The institution adheres an Outcome-Based Education (OBE) model that integrates these learning outcomes into every stage of the academic process—from curriculum design to content delivery and performance assessment. The outcomes are aligned with graduate attributes such as critical thinking, ethical reasoning, research aptitude, communication proficiency, lifelong learning, employability, environmental and social responsibility. Special emphasis is given to inclusivity, gender equity, and sustainability.

A well-defined assessment mechanism ensures that attainment of these outcomes is continuously monitored and evaluated. The mapping of POs, PSOs, and COs is implemented through various formative and summative assessment tools—such as quizzes, assignments, presentations, lab work, term papers, project work, and semester-end examinations. These assessments are designed not only to test theoretical understanding but also to evaluate practical application, analytical thinking, innovation, and problem-solving abilities.

To strengthen this approach, the university has developed a structured feedback system engaging students, alumni, faculty, and industry experts. Feedback is regularly analyzed to assess the relevance and effectiveness of learning outcomes. The Internal Quality Assurance Cell (IQAC) periodically reviews these findings to ensure a continuous improvement loop in curriculum and assessment practices.

The outcome analysis reveals a steady improvement in student learning levels, employability skills, and higher education progression. Notably, significant steps are taken to enhance job placements, competitive examination success, and student participation in research and innovation activities. This demonstrates that the established learning objectives are being met, confirming the value and efficiency of the institutional educational framework.

In conclusion, the university's learning outcomes are precisely articulated, widely distributed, and substantively incorporated into teaching and assessment. Through its structured planning, transparent communication, and data-driven evaluation of outcomes, the institution demonstrates its commitment to educational excellence, holistic student development, and alignment with international academic standards.

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: 100

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

Response: 1111

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.32

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:

Pt. Ravishankar Shukla University (PRSU) has prioritized the improvement of its research infrastructure. This commitment, driven by a clear and established policy aimed at fostering research, is in direct accordance with the guidelines set forth by the National Education Policy (NEP) 2020.

Some of the departments are well equipped with state-of-the-art laboratories and cutting-edge facilities, featuring the latest advancements in technology and instrumentation. The university provides resources that are crucial for experimental studies, applied learning experiences, and the generation of innovative solutions in various scientific areas, notably environmental atmospheric chemistry, bio and chemical sensing technologies, luminescence research, surface chemistry investigations, and advancements in material sciences.

Research endeavours of PRSU in cutting-edge fields such as physics, chemistry, electronics, mathematics, computer sciences, biotechnology, material sciences, social sciences, languages, ancient Indian history, geography, economics, anthropology, pharmacy, and life sciences have successfully garnered significant financial support from a diverse range of national and international organizations, including ANRF, DST, DBT, DRDO, ICSSR, ICHR, and CGCOST. Many faculty members are involved in nationally important 85 research projects funded by various government and non-government agencies amounting to around INR 2321 lakh in the last five years.

Pt. Ravishankar Shukla University (PRSU) actively engages in partnerships with well-regarded institutions both nationally and internationally. Over the past five years, the university has formalized approximately 40 collaborations through Memorandums of Understanding (MOUs) with various academic organizations and governmental bodies. Additionally, PRSU has fostered internal collaboration by establishing an Inter-Departmental MOU aimed at enhancing higher education, research activities, and training programs across its various departments. A clear sign of the university's advancement is the notable increase in the quality of its scholarly output, evidenced by over 1000 research papers and 318 edited book chapters, alongside the development of cutting-edge research infrastructure.

PRSU's dedication to excellent research has been recognized with a significant grant from DST PURSE (Promotion of University Research and Scientific Excellence). This funding will support

five important multidisciplinary research projects that involve different fields working together.

These research projects funded by the DST PURSE grant are focused on creating a center for Technology Innovation Hub (FINTECH) at IIT Bhilai. The money from IIT Bhilai's innovation and Technology foundation (IBITF) depends on PRSU actually receiving these DST grants. PRSU also supports research by publishing its own science and humanities journals, allowing researchers in different areas to share their work. Furthermore, the university encourages new ideas by giving seed money to young teachers to start their own innovative research projects.

PRSU makes sure its advanced research equipment stays in working condition by providing special funds for maintenance through annual maintenance contracts (AMCs). The university also encourages young undergraduate students to get involved in research through national-level internship programs. PRSU has set up specialized research centers for areas like Nano-Biology, astronomy, drug development, and advanced sensors. They are also building a central facility with important research instruments. Finally, PRSU actively promotes knowledge sharing and discussion by organizing 176 workshops, conferences, and seminars on important topics at local, national, and international levels.

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: 74.9

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)**

2023-24	2022-23	2021-22	2020-21	2019-20
56.25	102.40	108.46	64.23	43.18

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](#)

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: 87.27

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: 96

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](#)

3.1.4

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

Response: 80.65

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

Response: 125

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

Response: 155

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](#)

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: 1985

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](#)
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: 0.79

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

Response: 87

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:

The Institution Innovation Council (IIC) at PRSU actively cultivates a vibrant innovation ecosystem by establishing mechanisms to support startups and pre-incubate novel ideas, thereby nurturing a culture of entrepreneurship through various initiatives. These activities include workshops on entrepreneurship, motivational sessions with successful innovators, internal hackathons, expert talks on innovation and technology commercialization, hands-on training, and workshops focused on empowering innovation and understanding intellectual property rights, all designed to equip students with the skills and knowledge necessary to generate ideas and protect their creations.

PRSU recognizes and rewards outstanding student ideas, providing funding to help them explore their research further. The university has also established a center dedicated to studying and promoting traditional Indian knowledge. Furthermore, various other specialized centers and innovative programs within PRSU are actively involved in advanced research, aiming to contribute to solutions for global issues through scientific progress.

PRSU has applied for more than …… number of patents and has had around 32 of those patent applications officially published. It also offers various academic courses with field training in

subjects like **Biotechnology, Pharmacy, Chemistry, Geology, Gemology, Renewable energy, Mathematics, and Microbiology. These courses aim to give students hands-on learning in areas like solar power projects, local pharmacies, and creating new products. Additionally, the university is working more closely with businesses to encourage teamwork between education and industry.**

This collaboration aims to enhance employability skills and socio-economic development by imparting quality education and providing opportunities for real-world industry experience. As a noteworthy development, the Pt. Ravishankar Shukla University Innovation Technology and Entrepreneurship Foundation (PITEF), a Section 8 company, has been formed to further stimulate novelty, technological exchange, and startup endeavors in the area.

Employing a range of endeavors, the Innovation Council (IIC) and Pt. Ravishankar Shukla University (PRSU) are striving to cultivate an environment that nurtures novelty, entrepreneurship, and practical skill development, supporting the socio-economic growth of Chhattisgarh and surrounding areas. Community engagement and outreach programs form a fundamental part of the university's research approach, with learning occasions, idea challenges, public information sessions, workshops, and engaging displays/poster contests, National Science Day, etc., being routinely conducted.

Collaborations with nearby educational institutions, associated academic centers, and local community groups are prioritized, with the provision of schemes that energetically engage learners and young professionals in investigative undertakings. Significantly, the FINTECH initiative has played a crucial role in conducting seminars in tribal regions, thereby broadening the university's scope to varied populations and fostering research endeavors at the foundational level. Through these combined efforts, Pt. Ravishankar Shukla University persistently develops a strong framework for research and novelty, which aligns with the overarching objectives of invention, knowledge sharing, and community involvement. The PRSU has adopted the National Innovation and Start-up Policy (NISP) to motivate educators and students towards Innovation, Entrepreneurship, and Start-up related activities. Furthermore, PRSU acknowledges its obligation to serve the community and has been conducting a considerable number of outreach activities to address several key concerns, like gender inequality, environmental degradation, superstitions, health, misuse of social media, etc.

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: 04

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

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

3.4.2

Total number of Patents awarded during the last five years

Response: 32

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](#)

3.4.3

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

Response: 4.3

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

Response: 284

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

Response: 66

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](#)

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: 15.23

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

Response: 1675

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

3.4.5

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

Response: 7.42

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

Response: 816

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: B. Any 4 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: 12.53

3.4.8

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

Response: 39

3.5 Consultancy

3.5.1

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

Response: 93.02

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

2023-24	2022-23	2021-22	2020-21	2019-20
35.09	12.58	0	32.95	12.40

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:

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)

Pt. Ravishankar Shukla University is committed to providing superior instruction and advancing community engagement efforts. It has made substantial contributions to society and the environment by cultivating a strong bond between the institution, its surroundings, and the wider community. A key focus is placed on student involvement, a service-oriented approach through the National Service Scheme (NSS), and the comprehensive growth of students, which encourages responsible citizenship. During evaluation periods, various academic departments of the university conducted 115 community outreach and engagement programs. Students from our teaching departments actively participate in social welfare activities that contribute to their complete development. PRSU efficiently manages the National Service Scheme (NSS), undertaking diverse

outreach initiatives in the local community. NSS volunteers take part in varied activities both within the university and in adopted villages, addressing societal issues such as sanitation, afforestation, voter education, social interaction, plastic elimination, environmental consciousness, female empowerment, campus improvement, AIDS awareness, blood donation drives, health examinations, and COVID-19 immunization awareness campaigns. Furthermore, academic staff visit schools and colleges to give motivational speeches, promoting comprehensive development. A center for women's studies routinely organizes highly beneficial programs on community development, mental health, self-protection, gender sensitization, and women empowerment, among other topics.

These initiatives enable students to engage more directly with society and the community. Consciousness is raised regarding diverse societal challenges and the identification of their resolutions. This aids students in cultivating a holistic development. Faculty members are dedicated to bridging the theory-practice divide by offering advisory services at both personal and organizational levels. PRSU provides guidance to governmental bodies and various businesses

PRSU also aimed to enhance advisory services through a robust framework. Various departments within the University deliver specialized and technical consultation within their respective fields of knowledge. Prominent guiding projects encompass student research papers from academic institutions, socio-economic assessments concerning missing children in Chhattisgarh, public audits, initial and final evaluations for the Election Commission of India, record-keeping of wetlands in Chhattisgarh, and nutritional awareness campaigns (translated into local languages for broader outreach).

Recently, PRSU has undertaken a move to reinforce the Central Instrumentation facility (National Centre for Natural Resources). The centre intends to provide cutting-edge instrumentation resources for scientists within the University and Central India, while also forging partnerships with national and global scientific institutions to foster cross-disciplinary investigation. Furthermore, the centre's objective is to supply outstanding research resources and encourage superior research in Chhattisgarh, concentrating on both regional and worldwide concerns.

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: 118

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.**

2023-24	2022-23	2021-22	2020-21	2019-20
18	22	32	11	35

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](#)

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: 37

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](#)

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:

a. Teaching-Learning Facilities

Pandit Ravishankar Shukla University, offers well-developed infrastructure supporting quality teaching, learning, research, and holistic student development. The university has 29 Schools of Studies (SoS) across 19 academic buildings in diverse disciplines. Beginning with the 2024–25 academic session, a new School of Studies in Forensic Science has also been introduced.

The science departments at the university feature state-of-the-art laboratories. The SoS in Chemistry is equipped with instruments such as HPLC, GC-MS, FTIR, SEM, and a BET analyzer. The SoS in Physics houses facilities like a Bruker X-ray Diffractometer, DSC, TGA, EIS, and astronomical telescopes. The SoS in Life Sciences includes PCR machines, DNA gel imaging systems, and electrochemical analyzers. The SoS in Biotechnology is equipped with ELISA readers, CO? incubators, gel documentation systems, and high-speed centrifuges. The Institute of Pharmacy features UV-Vis spectrophotometers and spray dryers for pharmaceutical formulation and analysis.

The SoS in Geology provides specialized equipment, including petrographic and gemological microscopes, GPS tools, GIS software, and Electrical Resistivity Tomography system (48-electrodes) for geophysical research. The SoS in Electronics is equipped with key facilities such as a UV-VIS-NIR Spectrometer, Ellipsometer, and Vacuum Coating System. The Department of RET&M has specialized laboratories with solar and thermal energy systems, including a Solar Simulator, Thermal Storage Unit, and DC-DC/AC conversion setups.

The Centre for Basic Sciences supports hands-on learning with essential instruments, including PCR systems, spectrophotometers, rotary microtome. It has advanced setups for Hall Effect, ESR-NMR, Millikan Oil Drop, and diffraction studies.

The Central Instrumentation Facility hosts sophisticated research equipment such as NMR (400 MHz), LC-MS-MS, RT-PCR, HP-TLC, and lyophilizer.

b. ICT-Enabled Infrastructure

PRSU has a robust ICT ecosystem to support blended and digital learning. Most classrooms are ICT-enabled, featuring smart boards and LCD projectors, with over 60 classrooms equipped with smart boards. Additionally, a lecture capturing system is installed in the SoS in Mathematics. Each academic building is equipped with an ICT-enabled seminar hall that supports digital presentations, academic talks, and interactive learning sessions.

The university's Learning Management System (LMS), http://lms.prsu.ac.in, supports e-learning through content sharing, assessments, discussion forums, and internal communication. The platform is actively used by over 1,200 users, including faculty and students.

The SoS in Literature and Language maintains a dedicated Language Lab, and several departments have computer labs with licensed academic and scientific softwares.

c. Facilities for cultural and sports activities

The university has well-maintained cultural and sports infrastructure. A 530-seat auditorium and an open-air stage facilitate cultural events, lectures, and academic gatherings. Indoor sports facilities include table tennis, badminton, a multi-gym, judo, wrestling, taekwondo and gymnastics. Outdoor infrastructure consists of football and handball grounds, basketball and tennis courts, kabaddi and kho-kho fields, and an athletics track. There is a Yoga Centre in SoS in Physical Education.

The university also utilizes the Swami Vivekananda Stadium, Kota—built on the university land. This includes a gymnasium, football field, and an athletics track, regularly hosting state and national sporting events.

Through its balanced academic, digital,cultural, and physical infrastructure, PRSU fosters a comprehensive environment for learning and student development.

File Description	Document
Upload any 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: 45.22

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

2023-24	2022-23	2021-22	2020-21	2019-20
682.24	1387.23	356.71	950.	453.56

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library of Pt. Ravishankar Shukla University, named after the renowned freedom fighter and social reformer Pt. Sundarlal Sharma, is automated and equipped with modern digital infrastructure. Since 2009, it is operating using SOUL 2.0 Integrated Library Management System (ILMS) developed by INFLIBNET. The library manages over 1,69,400 records—including book, World Bank publications, and Ph.D. theses. Core library functions such as cataloguing, acquisition, circulation, serial control and OPAC are efficiently handled via SOUL's integrated modules, compliant with MARC21, AACR-2, and MARCXML standards. Resources and users are barcoded, ensuring streamlined and secured operations. The OPAC supports basic and advanced searches.

The library is Wi-Fi enabled, ensuring seamless e-reading and research. A notable achievement is the digitization of Ph.D. theses using a high-end Bookeye 4 overhead scanner and made available on Shodhganga, where the University is an active member.

In support of open-access initiatives, the library has developed an Institutional Digital Repository titled "E-Giyankothi", with funding from ICSSR. This repository archives faculty research publications and promotes academic visibility.

To facilitate remote access, the library utilizes Knimbus mLibrary, a digital platform allowing off-campus access to subscribed e-resources via IP-based authentication. In addition, the library offers its own dedicated mobile application 'prsu library' which is available on Google Play Store, enabling members to access e-services, search resources, track borrowing history, and receive real-time updates—anytime, anywhere.

As part of its commitment to inclusive education, the library houses a dedicated workstation for visually impaired users, equipped with JAWS talking software, a scanner, and a Braille printer, enabling conversion of scanned content into audio and Braille printout.

The library has had a long-standing association with INFLIBNET since 1991 and actively avails all facilities provided, including access to over 6200 e-journals, 4 databases and 1 Plagiarism Detecting Software, through the e-ShodhSindhu scheme of the Ministry of Education, Government of India. Furthermore, the library is a participant in the newly launched One Nation One Subscription (ONOS) initiative, ensuring wide access to globally acclaimed scholarly resources.

Notably, the library is one of only 18 World Bank Depository Libraries in India. Since 2009, it is serving as an e-library of the World Bank, offering access to a vast collection of development reports, statistics, and research data.

In line with NITI Aayog's recommendations for promoting the use of Census microdata in research and policymaking, the library hosts one of India's 13 designated Census Workstations, established with support from the Registrar General and Census Commissioner of India. This facility provides access to vital demographic and socio-economic data, enabling cross-disciplinary, evidence-based research and policy analysis.

The library also provides seamless access through its portal https://library.prsu.ac.in, offering a comprehensive gateway to digital services, e-resources, repositories, and user guides.

As a gesture of social responsibility , beyond regular students and staff, the library also provides reading facilities to aspiring boys and girls from the community, fostering a culture of inclusive learning.

The library, with its user-friendly services, digital infrastructure, and wide partnerships, is an active hub supporting the university's teaching, learning, and research.

File Description	Document
Upload any 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: 1.13

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

2023-24	2022-23	2021-22	2020-21	2019-20
10.24	24.51	24.23	18.85	18.13

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Pt. Ravishankar Shukla University, Raipur has consistently taken meaningful steps to upgrade and maintain its IT infrastructure with the vision of building a digitally empowered academic environment.

1. High-Speed Internet Connectivity

The university currently operates with a 1 Gbps internet connection provided through the National Knowledge Network (NKN) via BSNL, a facility available since 2013. This high-speed connectivity, supported by campus-wide optical fiber networking, forms the digital backbone for teaching, learning, research, and administrative functions. It ensures seamless access to online resources, e-learning platforms, and communication tools across departments, hostels, and offices.

2. Network and Infrastructure Enhancement

In recent years, the university has invested significantly in strengthening its networking infrastructure.

Several high-performance network switches and wireless access points have been installed, considerably expanding both LAN and Wi-Fi coverage throughout the campus. To enhance interactive learning, more than 60 smart boards have been procured and deployed across departments. Their effective integration has been supported by structured Cat-6E cabling in smart classrooms and academic blocks.

3. Hardware and Software Upgradation

Hardware upgrades have remained a consistent priority. From 2019 onwards , the university purchased additional computers, laptops, printers, and UPS units. In parallel, efforts have been made to ensure a secure and licensed software ecosystem. In 2022, the university procured 200 licenses of Microsoft Office and deployed antivirus solutions for over 400 endpoints. Cybersecurity was further strengthened in 2023 with the installation of a modern firewall to protect the institutional network. Additionally, the university maintains a subscription to Google Workspace for Education, providing faculty, staff, and students with access to professional digital collaboration tools. To support discipline-specific academic and research activities, specialized software has also been procured for use in various teaching departments.

4. System Maintenance and Cloud Integration

The university places strong emphasis on sustainability and service continuity through regular maintenance. A comprehensive Annual Maintenance Contract (AMC) was implemented to cover the web server, campus area network, antivirus systems, and enterprise-grade servers. The AMC also included server configuration, operating system patch management, and webmail services—ensuring reliable, uninterrupted operations. In support of digital service delivery, the university has also undertaken website development, hosting, and regular module updates. Notably, the university's website server has been migrated to a cloud-based platform, improving its performance, scalability, and reliability.

5. Integration of Samarth E-Governance Platform

As part of its digital transformation efforts, the university has also adopted the Samarth E-Governance platform, an initiative by the Ministry of Education. Core modules such as Employee Management, Leave Management, Legal Case Tracking, RTI Management, and the Payroll System have already been operationalized. Additional modules—including Training & Placement, File Tracking, Estate Management, and Residence Allocation—are configured and ready for use.

Aligned with the evolving technological needs of higher education, the university has adopted a comprehensive approach to digital infrastructure—encompassing bandwidth, hardware, licensed software, cybersecurity, and regular maintenance—to build a future-ready IT ecosystem that supports teaching, learning, research, and administration in a secure and efficient digital environment.

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

4.3.2

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

Response: 4.46

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

Response: 612

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

4.3.3

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

1. Audio visual center, mixing equipment, editing facilities and Media Studio
2. Lecture Capturing System(LCS)
3. Central Instrumentation Centre
4. Animal House
5. Museum
6. Business Lab
7. Research/statistical database
8. Moot court
9. Theatre
10. Art Gallery
11. Any other facility to support research

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	[View Document](#)
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	[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: 10.55

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)*

2023-24	2022-23	2021-22	2020-21	2019-20
125.57	223.86	107.58	290.16	146.05

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

4.4.2

There are established systems and procedures for maintaining and utilizing physical and academic

support facilities – laboratory, library, sports complex, computers, classrooms etc.

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

Response:

The University has a well-structured system in place for the maintenance and utilisation of its physical, academic, and support facilities. The University Maintenance Policy, guides all activities related to upkeep and usage of infrastructure across the campuses.

The University is spread over 300 acres and houses various facilities such as academic and administrative buildings, well-equipped laboratories, a central library, classrooms, auditoriums, ICT-enabled computer centers, health center, hostels, sports complexes, staff quarters, and guest houses. These facilities are vital to academic and research activities.

A dedicated Engineering Section, is responsible for the construction, repair, and overall maintenance of buildings, roads, electrical systems, water drainage, and other infrastructure. Regular inspections are conducted to identify and resolve maintenance issues. The University ensures budgetary provisions for these tasks every year.

Each department is responsible for maintaining its academic and laboratory infrastructure. Stock registers for consumables and non-consumables are maintained, and annual physical verification of assets is conducted. Laboratories are supervised by technical staff, and equipment is maintained through Annual Maintenance Contracts (AMCs) or warranty services. Laboratory caution money is collected from students to ensure responsible usage. Each department is also provided with an Imprest amount to meet minor and urgent requirements locally, ensuring timely upkeep and functional continuity.

Classrooms are well-furnished, and any requirement for maintenance or improvement is routed through the Class Representative to the Head of Department. Departments ensure the functional use of classrooms with basic ICT facilities.

The Central Library and departmental libraries serve both students and staff. Procurement of books, journals, and e-resources is done based on recommendations from Heads of Departments and finalized by the Librarian. The library uses digital systems for issue and return of books and enforces a no-dues policy for students before final examinations or thesis submission.

The Computer Centre maintains digital infrastructure across the campus, including internet services, website, and computing systems. Internet access is regulated using firewall systems, and usage logs are maintained. The University website, Networking and IT support are managed by outsourced vendors through AMC arrangements.

Sports facilities are managed by the Director of Physical Education and the School of Physical Education. The University has indoor and outdoor games areas, a gymnasium, and large playfields. Use of facilities is monitored by designated staff. The Vivekananda Stadium is maintained by the State Government, and other sports infrastructure is regularly maintained with internal and external support.

Security, housekeeping, and garden maintenance are outsourced and supervised by the University

Administration. Daily cleaning of academic and administrative areas is carried out by trained personnel, often supported by government agencies like the municipal corporation.

Suggestion and complaint boxes are installed in departments and key administrative locations to gather feedback from users. These suggestions are reviewed regularly to enhance the effectiveness of facilities and services.

Through these well-established systems, the University ensures optimal utilisation, regular upkeep, and sustainable development of all its physical, academic, and support infrastructure, contributing to a safe, clean, and academically vibrant environment.

File Description	Document
Upload any 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: 61.46

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*

2023-24	2022-23	2021-22	2020-21	2019-20
1730	1756	1728	1542	1511

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

5.1.2

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

Response:

Pt. Ravishankar Shukla University, Raipur, has implemented a robust framework for career counselling and capacity development to empower students with the knowledge, skills, and confidence necessary for academic and professional success. A key component of this initiative is the UGC Coaching Centre, which provides dedicated training for various competitive examinations, including UPSC, CGPSC, banking services, and other Group A, B, and C government posts. Over the past five years, the centre has successfully conducted NET coaching in 27 subjects, producing notable results in student selections.

A flagship feature of the coaching initiative is the annual Mock Interview Program tailored for CGPSC main exam qualifiers. Expert panels conduct simulated interviews that equip students with essential soft skills, improve their articulation, and help them overcome performance anxiety. The university also conducts regular remedial classes in academic and linguistic skills to enhance foundational competence.

In addition to structured coaching, the university's departments organize diverse skill development workshops, popular lectures, and interactive sessions. These include programs on cognitive and problem-solving skills, critical thinking, design thinking, and soft skills development. Notably, events such as the "Leadership, Soft Skills and Management Skills" session and the "Cognitive Skills: A Problem-Solving Approach" lecture provided students crucial personal and professional insights.

The university has established state-of-the-art laboratories such as DST-PURSE Lab, CIF, and USIC to align with industry and research trends. These facilities offer hands-on training in modern instruments and techniques relevant to pharmaceuticals, agriculture, mining, and scientific research, preparing students for industry-based careers. Students also engage in semester-long research projects and fellowships at leading institutions like CSIR labs, IITS, and NITS.

Departments like Chemistry and Pharmacy actively integrate practical training in their curriculum. Chemistry students receive skill-based training in product formulation like soaps and detergents, while Pharmacy students are trained in drug preparation techniques. The Electronics Department and BVOC program provide practical experience in renewable energy, especially solar cell fabrication.

Guest lectures and e-counselling also promote career guidance and awareness about technological trends. Interactive sessions on topics such as the Patent Life Cycle, RNA Biology, Financial Literacy, and Start-Up Innovation have been organised regularly offline and online, engaging students across various disciplines.

Specialised workshops on stress management, mental health awareness, and mindfulness exercises address mental well-being, essential for sustained academic and professional performance. Life skills such as communication, leadership, and decision-making are integrated into these programs, reflecting the university's holistic approach to student development.

These initiatives demonstrate the University's commitment to nurturing students into capable professionals. Through a blend of academic support, practical training, competitive exam preparation, and soft skills enhancement, the institution ensures that its graduates are well-prepared to face real-world challenges and thrive in diverse career paths.

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](#)

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](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 53.03

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

2023-24	2022-23	2021-22	2020-21	2019-20
376	368	338	549	406

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](#)

5.2.2

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

Response: 52.9

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

2023-24	2022-23	2021-22	2020-21	2019-20
289	382	259	437	659

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](#)

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: 11.57

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

Response: 679

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

5.3 Student Participation and Activities

5.3.1

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
31	26	25	03	15

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](#)

5.3.2

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

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

Response:

The Student Council is an essential component of any democratic educational institution, offering a vibrant environment for students to voice their opinions and actively contribute to the institutional growth. At our University, the establishment and operation of the Student Council follow a particular ordinance detailed in the University Act (specifically, Amended Ordinance-1).

The Student Council includes a President, Vice-President, Secretary, Joint Secretary, and Class Representatives (CRs), selected based on academic merit in accordance with the Statute. The Vice-Chancellor holds the role of Patron, and a designated faculty member serves as the Teacher-in-Charge. As the representative voice of the student community, the Council takes proactive steps to support

student welfare and the advancement of the institution.

The Council acts as a bridge between students and university administration to tackle important matters like admissions, hostel facilities, examination fees, campus security, sports, cultural programs, and general growth. Furthermore, the Council strives to achieve the following goals:

1. They demonstrate leadership skills focused on values and foster a sense of discipline among the student body.
2. They encourage respect for the fundamental rights and respect of every person and strictly forbid all types of ragging
3. They foster intellectual, social, and cultural events on campus, encouraging students to participate in literary, cultural, artistic, innovative, and sports endeavors to showcase their leadership and creative abilities.
4. They encourage a scientific mindset and raise awareness about important national and global issues.

Students from various Schools of Studies (SoS) enthusiastically engage in the aforementioned activities to showcase their leadership and creative skills. The Class Representatives convey student feedback regarding faculty, subjects, syllabus, and other matters to the Student Council. Furthermore, members of the Student Council actively serve on various committees established by the university, such as the discipline committee and the Board of Studies.

The discipline committee on campus aims to:

1. Ensure a calm and helpful academic atmosphere.
2. Prevent disputes among students.
3. Promote positive and good conduct on campus.

The Council is vital in maintaining a peaceful and productive learning atmosphere across the university. To encourage well-rounded growth, the University hosts annual Youth Festivals where students showcase their abilities and compete in diverse events. These festivals draw participants from affiliated colleges and offer a stage for young talent to excel

The Youth Festival aims to cultivate unity, sportsmanship, leadership, and teamwork among students. It showcases a diverse range of cultural and creative competitions, including sketching, painting, rangoli, photography, salad decoration, quizzes, extempore speeches, poetry recitation, debates, solo and group singing, instrumental performances, drama, stand-up comedy, and solo and group dances. Furthermore, various sports events are organized, such as cricket, football, volleyball, tug of war, kabaddi, long jump, running, relay races, shot put, badminton, and chess.

Overall Contribution of the Student Council

The Student Council maintains active involvement in the University's academic, co-curricular, extracurricular, and administrative functions. Its primary goal is to support and oversee the institution's holistic development and ongoing advancement, ensuring that student voices remain at the heart of university governance.

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](#)

5.4 Alumni Engagement

5.4.1

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

Response: 110.93

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:**

2023-24	2022-23	2021-22	2020-21	2019-20
23.37	23.48	19.18	14.91	29.99

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](#)

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:

Alumni Contribution and Engagement at Pt. Ravishankar Shukla University

The alumni of Pt. Ravishankar Shukla University play a vital role in its continued growth and success, actively contributing to academic quality, professional growth, and overall institutional advancement. Since the formation of the Alumni Association in 2010, which is officially registered under the Firms and Societies Registration Act of 1973, alumni have significantly influenced the university's development path. Incorporating alumni membership during admission helps establish a lasting relationship, ensuring ongoing collaboration and engagement.

Alumni from Pt. Ravishankar Shukla University hold prestigious positions in academia, corporate sectors, industry, and civil services worldwide, significantly impacting innovation, research, and societal advancement. Their support goes beyond financial aid and includes mentoring students, helping shape curriculum, and fostering industry-academic relationships. The Alumni Association regularly collaborates on academic events such as seminars, symposia, and conferences, adding considerable value

to the university's intellectual atmosphere. Additionally, alumni frequently participate in guest lectures and career guidance sessions, providing current students crucial professional insights and experience.

Several departments have created dedicated alumni chapters that organize annual reunions, workshops, and interactive forums, building strong networks among students and alumni. Alumni-led initiatives such as mock interviews, placement support, and personalized career guidance sessions have significantly improved the career readiness of students. Alumni participation in the Board of Studies helps ensure academic programs stay relevant to industry needs and societal trends, effectively preparing students to become future leaders.

Over the past five years, alumni have generously contributed around 100 lakhs, significantly enhancing the university's infrastructure. These contributions have facilitated improvements like installing air conditioners, water coolers, furniture, and supplying academic resources including books, thereby creating a better learning environment for students and staff.

Besides academics, alumni actively participate in campus life by organizing and supporting extracurricular activities, including sports events, cultural festivals, and specialized training workshops. These activities contribute to students' overall development, emphasizing discipline, hard work, and professionalism. Regular alumni meetings and departmental events help maintain an active and vibrant alumni network.

The collective efforts of our alumni have notably raised the academic standing and student welfare of Pt. Ravishankar Shukla University. Their dedication to fostering future generations through varied contributions like financial aid, mentorship, and active participation in events highlights the strength of the alumni-university partnership. By driving innovation and collaboration, our alumni remain essential in achieving the university's vision of excellence and societal contribution.

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:

The vision of Pt. Ravishankar Shukla University is to offer superior education that will be available to every segment of society across all fields of study. Furthermore, to realize this aim, the university has committed to cultivate talent with global proficiency and abilities in their specific areas by establishing the University as a premier institution for instruction, learning, and investigation. The subsequent strategy, formulated and executed by the university to accomplish its mission and vision, was implemented in the University as per the directions of Ministry of Higher Education, Government of Chhattisgarh:

1. Papers covering core subjects, discipline-specific electives, generic electives, skill enhancement courses, and the Indian Knowledge System were integrated into the curriculum to improve educational quality and foster student skills as per the NEP 2020.

2. The Centre for Indian Knowledge System was established to empower students with knowledge of our rich IKS corpus.

3. The Institute Innovation Council was established at the University to offer students a forum for showcasing their innovations. Furthermore, a Section 8 company was founded to create a platform for nurturing startups originating from these ideas

4. An Institutional Development Plan 2025-2035 is developed by the University to include evaluative benchmarks established by the National Assessment and Accreditation Council (NAAC), National Institutional Ranking Framework (NIRF), the regulatory frameworks prescribed by the University Grants Commission (UGC), and the specific mandates outlined by the Department of Higher Education, Government of Chhattisgarh (DHECG).

5. The University Learning Management System was created to improve the accessibility of learning for students.

6. Samarth e governance is implemented in the University to link employees with various activities of the University.

Furthermore, academic activities are distributed within the University through its Faculties and Schools of Studies, guided by the respective Deans and Heads of Departments. The management and decisions regarding faculty are made by the Board of Studies and the Faculty of respective disciplines, and are

approved by the Standing Committee, Academic Council, and Executive Council. The minutes of these meetings are accessible on the official website. The University is committed to fostering academic leadership. The rotation of headship and the involvement of faculty across various committees demonstrate the university's dedication to ongoing institutional development and decentralization.

The administrative departments are managed by the corresponding administrative officials and their staff. They have the autonomy to make decisions for the operation of their individual divisions, which are guided by regulations. The University conducts scholarly and financial reviews at regular intervals. The Internal Quality Assurance Cell (IQAC) also plays a role in implementing quality procedures within the university.

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:

The governance of the university is dictated by the Act, Statutes, Ordinances, and Regulations of Pt. Ravishankar Shukla University, which was established under the Chhattisgarh Vishwavidyalaya Adhiniyam of 1973. The Adhiniyam is structured into 12 sections that lay out directives concerning the university's authority, its officers, its administrative bodies, finances, committees, student enrollment and qualifications, audits, appointments, emergency provisions, the student advisory council, and various other supplementary provisions.

There are 34 foundational rules and five supplementary rules outlining the university's operations. Furthermore, 210 specific guidelines govern the academic programs and the functioning of the University's departments. Moreover, 201 procedural rules exist within the university, defining its processes and customs. These specific and procedural guidelines are updated according to the instructions of regulatory authorities, the government, and the needs of its constituents. The Act, foundational rules, specific guidelines, and procedural rules can be found on the university's official website, www.prsu.ac.in. The Institutional Development Plan (IDP) for 2025-2035 offers details about the university's history, its current standing, and its future goals, along with a comprehensive strategy.

Progress review sessions are held under the guidance of the esteemed Vice Chancellor to track the

advancement of the Schools of Studies, committees, and other divisions of the University. The State's reservation policy is strictly followed in university hiring and admissions. The administrative structures are determined based on the requests of the heads of departments and are approved by the government before being implemented within the University. Employment regulations align with the university's foundational rules, and necessary modifications are incorporated as per the directives of the state government.

The University has four Cells namely interdepartmental linkage, research Promotion, feedback, ST/SC, OBC and minority, RTI and Women harassment prevention Cell to reinforce fairness and impartiality within the University. The university has established centers like NCNR, Herbal drug technology, women studies, University Industry partnership council, IEAC and day care center to develop linkages and support research. Moreover, a pioneering research hub has been set up to undertake investigation in emerging domains of science and technology. The university has strived to adjust to evolving trends and remain informed about novel academic disciplines.

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](#)

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:

Pt. Ravishankar Shukla University employs a structured evaluation process to routinely assess its academic and administrative personnel. The assessment method utilized within the university is outlined below:

For Teaching Faculties:

Appraisal of faculties is a recurring procedure within the University. The teaching staff of the university are required to submit self-appraisal reports annually. Their performance is evaluated based on performance-based indicators detailed in the assessment framework aligned with UGC directives. The appraisal process is overseen by the General Administration division of the University. The output-based metrics are verified by authorized bodies and the IQAC.

Furthermore, the Internal Quality Assurance Cell [IQAC], Pt. Ravishankar Shukla University, Raipur, has established a standard for educators and academic units. Utilizing this standard, the IQAC evaluates the effectiveness of individual teachers and departments every quarter. This standard provides details regarding obligatory and anticipated achievements for the teaching staff.

For non-teaching staff:

The appraisal of non-teaching staff is conducted using a rating scale method. This assessment process takes place annually and is overseen by the General Administration division of the University.

The outcomes of the appraisal system are as follows:

Promotion: Career advancement schemes are built upon the performance-driven assessment system. The areas evaluated for the progression of university educators are based on defined standards. Likewise, performance review scores play an important role in the advancement and regular pay increments for administrative staff.

Feedback from Stakeholder: Feedback from stakeholders is appropriately gathered by the university on a yearly basis to enhance its standards.

The outcomes of feedback have been used by the university in activities like curriculum design, designing specific learning outcomes and improving quality of teaching. On the basis of outcomes of feedback, the IQAC plays an important role in imparting training to teaching and non-teaching staff by organizing workshops through MMTTC, PRSU. In addition to this the university system has done automation of various facilities to improve admission, office, and examination processes.

The following support programs for Teaching and Administrative Staff are currently active and functioning within the university. The University provides a health centre and canteen for its employees. Furthermore, accommodation options are available for both academic and administrative personnel. Social welfare provisions such as Contributory Provident Fund (CPF), Pension, and Gratuity plans are in effect at the university. Maternity, paternity, and childcare leave are granted to staff and PhD candidates in accordance with state government guidelines. The university offers financial aid such as festival advances, grain advances, and other loans. Medical costs are reimbursed by the university. Additionally, an Employee Credit Cooperative is operational within the University, offering loans to its members at reduced interest rates. The university also provides financial support for organizing sports and other competitions. Moreover, the university has a guidance Unit to assist staff and students in managing emotional stress.

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: 61

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**

2023-24	2022-23	2021-22	2020-21	2019-20
54	65	62	60	64

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 55

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**

2023-24	2022-23	2021-22	2020-21	2019-20
103	39	33	46	54

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

he University **employs** the following methods to **secure** funds from sources beyond the regular maintenance grant from the State Government:

1. **Donations and Endowment Funds:** The university **manages** funds such as the Teacher Benevolent Fund and an Endowment Fund to **offer** financial assistance.
2. **UGC, DST, DBT, AICTE Grants:** The university **obtains funding** through various research projects, DST grants, and sponsored seminars. PRSU collected about 10% Overhead Charges from the sanctioned projects.
3. **Campus Infrastructure Leasing:** The university **generates revenue** by leasing the utility center and its common properties, such as renting out the auditorium, seminar halls, community hall, utility center, and university buildings on a payment basis.
4. **Sports facility:** A rental fee of Rs. 5,000.00 per day is charged for access to various indoor and outdoor sports facilities, including the track and field ground, badminton court, multipurpose hall at the SoS in Physical Education, PRSU.
5. The Sports Skill Development Center operates on an 'earn while you learn' model. Under this initiative, 55% of the revenue is allocated to student trainers, 30% to the department for field maintenance and equipment procurement, and the remaining 15% to the university."

6. **Guest houses facilities** are provided to outsiders and other occupants on paid basis.
7. **Central Instrumentation Facility** received Rs. 1.0 crore grant for improvement of infrastructure and technical facilities. Nicolet FTIR; 30,680,00.00 Innovation incubation 1.0 cr. Utilization: 27,90,700.00 lakh
8. Srimant Sankardev Anushandhan Peeth 2.0 cr
9. Machine Intelligence Unit Lab – 1.71 cr

File Description	Document
Upload any 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: 5077.27

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*)**

2023-24	2022-23	2021-22	2020-21	2019-20
2100.00	2227.27	0	0	750.00

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:

The PRSU has a system of internal and external financial audits, which are carried out regularly. Since its inception, it used to have a full-time finance officer for the maintenance of annual accounts and audits. The Accountant General Chhattisgarh, Raipur, and Chartered Accountant of the University conduct external audits on a regular basis.

Financial Audit provides assurance that the financial statements properly present the financial situation. Financial and compliance auditing are performed together where the Audit team also gives an assurance that funds have been spent in accordance with the laws and regulations, in addition to a true and fair view of the financial statements.

The office of the Accountant General conducts statutory audits covering all financial and accounting activities of the University. This includes scrutiny of the following:

1. All receipts from fees, donations, grants, contributions, interest earned, and returns on investments.

2. All payments to staff, vendors, contractors, students, and other service providers.

All observations/objections of AG are communicated throughout their report. These objections are examined by separate committees of the University consisting of the Finance Controller, Chartered Accountant of the University conducts regular account audits and certifies its Annual Financial Statements. All utilization certificates for the previous years have been completed and replies have been submitted to various grant-giving agencies, the Internal Auditor, the concerned Head of the Department, AG's audit. It is pertinent to mention here that no serious objection/irregularity is outstanding. Chartered Accountant of the University conducts regular account audits and certifies its Annual Financial Statements

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

Quality Enhancement Initiatives by IQAC at PRSU in the Last Five Years

Significant incremental improvements are evident across all facets of the University's functioning. Notable quality enhancement initiatives in both academic and administrative domains are reflected in the following key areas.

1. Modernization of Academic Infrastructure
As PRSU approaches its seventh decade, substantial investments have been made to upgrade academic infrastructure, ensuring state-of-the-art facilities for teaching, research, and learning. Smart classrooms equipped with ICT tools, such as interactive smart boards, have been installed across all Schools of Studies. Additionally, the implementation of a Lecture Capturing System enables students to access recorded lectures, promoting flexible and accessible learning. These advancements significantly enhance the quality of the academic environment and foster student-centric learning.

2. Establishment of PRSU Innovation, Technology and Entrepreneurship Foundation (PITEF)
To nurture innovation and entrepreneurial thinking, the university established the PRSU Innovation, Technology and Entrepreneurship Foundation (PITEF), a Section-8 not-for-profit company under the Companies Act, 2013. PITEF serves as an incubator and platform for students and researchers to transform ideas into viable ventures. This initiative bridges the gap between academia and industry and promotes a culture of innovation on campus.

3. Digitalization and Administrative Reforms
To improve efficiency and transparency, the university has digitalized key administrative functions including admissions, examination processes, faculty appraisal systems, and financial transactions. The introduction of the online grievance redressal system has made it easier for students to report their concerns quickly and securely. It allows them to submit complaints anytime, from anywhere, and helps ensure faster resolution. Additionally, the online system has streamlined workflow, reduced paperwork, and improved service delivery across departments.

4. Faculty Development and Academic Enrichment
The IQAC has organized regular workshops on "Learning Management System (Moodle)," "Career Advancement Scheme (CAS)," "New Methodology of NAAC with special reference to NAAC Benchmark," and "Learning Management System (LMS) and SAMARTH e-Governance." These programs help teachers improve their skills and stay updated with global teaching standards. As a result, many faculty members now use outcome-based teaching methods and are more comfortable using digital tools to teach their courses.

5. Student Support and Skill Development Initiatives

1. **Award for Ideathon on Innovative Research**: The university organizes ideathons to encourage innovative thinking among students. Outstanding ideas are recognized and awarded, motivating students to engage in research and problem-solving.
2. **Establishment of Student Clubs**:
   - **Sports Club**: Provides structured opportunities for students to participate in sports and physical fitness activities, promoting a healthy and active lifestyle.
   - **Mental Health Club**: Offers a safe space for students to discuss mental well-being, organize awareness programs, and receive peer support.
   - **Communication Club**: Enhances students' public speaking, presentation, and interpersonal communication skills.
3. **Skill Development Workshops**: Regular training sessions are held on soft skills, entrepreneurship, and career readiness to make students more employable and confident.
4. **Career Counseling and Guidance Services**: Personalized support is provided to help students make informed decisions about their careers, higher education, and competitive exams.

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:

Quality Enhancement Initiatives by IQAC at PRSU in the Last Five Years

Significant incremental improvements are evident across all facets of the University's functioning. Notable quality enhancement initiatives in both academic and administrative domains are reflected in the following key areas.

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   - **Mental Health Club**: Offers a safe space for students to discuss mental well-being, organize awareness programs, and receive peer support.
   - **Communication Club**: Enhances students' public speaking, presentation, and interpersonal communication skills.
3. **Skill Development Workshops**: Regular training sessions are held on soft skills, entrepreneurship, and career readiness to make students more employable and confident.
4. **Career Counseling and Guidance Services**: Personalized support is provided to help students make informed decisions about their careers, higher education, and competitive exams.

5. New Economic Policy

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:

Pt. Ravishankar Shukla University is committed to gender equity and sensitization through a multi-faceted approach, cutting across administrative and academic levels:

Academic: The Centre for Women's Studies (CWS) offers specialized Certificate Course on Women Law and Gender Justice and, Community Based Participatory Research, directly addressing gender-related issues, embedding them within the formal curriculum. This proactive inclusion aims to foster a deeper understanding of gender dynamics among students.

Gender Audit Tool: Recognizing the limitations of complex existing manuals, the University initiated a participatory Gender Audit program to identify institutional strengths and barriers in mainstreaming gender across systems, operations, and activities. The collaborative development of this tool was carried out with faculty members from the university and NGOs committed to mainstreaming gender considerations across the broader educational landscape. The application of this tool by students enrolled in the Certificate Course for a pilot gender audit within the University highlights its practical utility in evaluating gender safety and sensitivity. Further this simplified tool can be effectively utilized to ensure the gender sensitivity across the various stakeholders – faculty, students and administrative staff of the University as well as affiliated colleges. The tool empowers– to independently assess gender sensitivity across institutional structures.

Gender sensitization events: The University organizes regular awareness programs, campaigns, street plays, workshops, and seminars aimed at fostering attitudinal change towards diverse aspects of gender. Aligning with UGC the guidelines, MMTTC (erstwhile HRDC), conducts short-term courses on gender sensitization for teachers addressing critical topics as gender sensitization, feminist perspectives in social sciences, gender violence, sexual harassment, gender audit, gender champions, gender and technology, gender identities, socialization processes, and issues related to trafficking and violence against women.

Gender Champions: Selection of Gender Champions further exemplifies the university's commitment to cultivating a gender-sensitive environment by engaging young individuals as agents of positive social change.

Safety and security: The university also prioritizes safety and security of its female students through tangible infrastructural provisions. The deployment of round-the-clock security personnel across key

locations ensures a secure environment for academic pursuits. Separate and dedicated hostels for UG, PG and research scholars provide safe and exclusive accommodation for female students. The installation of CCTV cameras enhances surveillance and security. Self-defense camps for female students directly empowers them with practical skills and enhance their confidence.

Common Rooms: The provision of separate common for male and female students, with the latter being equipped with attached washrooms and sanitary pad dispensers, and napkin incinerators, addresses specific hygiene and comfort needs.

Cooperative society of the female staff: Srijansheel Vidushi Mahila Bahuddeshiya Sahkari Samiti, a cooperative society of the female staff actively contributes to the well-being of the university community and society through various initiatives, including COVID vaccination drive, health check-up, cleanliness drives, etc.

In conclusion, PRSU demonstrates a comprehensive and integrated approach to gender equity and sensitization. Through targeting curricular offerings, proactive co-curricular initiatives, and the provision of essential safety and welfare facilities for women, the institution actively strives to cultivate an inclusive and gender-sensitive campus environment.

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:

Pt. Ravishankar Shukla University, Raipur, demonstrates a comprehensive and responsible approach toward waste management, ensuring a clean, hygienic, and sustainable campus environment. The university manages various types of degradable and non-degradable waste through structured systems and best practices.

Solid Waste Management
The University actively promotes solid waste segregation at the source. Biodegradable and non-biodegradable waste bins are systematically placed across hostels, departments, and administrative blocks. Waste collected is handed over to the Municipal Corporation for further processing and disposal. The University also maintains a plastic-free campus, encouraging alternatives to single-use plastics to minimize environmental impact. Initiatives such as the Swachhata Summer Internship and campaigns like Clean India and Unity Against Plastic have further promoted cleanliness and plastic-free practices among students and staff.

Liquid Waste Management
The campus features a well-maintained drainage and piping system that facilitates the safe disposal of liquid waste generated in the departments. Wastewater is efficiently channeled to designated points, minimizing risks of contamination or environmental hazards. Regular maintenance of the drainage infrastructure ensures continued hygienic conditions throughout the university premises. Our university

has recently installed a state-of-the-art sewage treatment plant to promote environmental sustainability and responsible water management. This facility treats wastewater generated on campus through a systematic process.

Biomedical Waste Management

The University follows established safety protocols, and departments that produce limited biomedical waste ensure its proper segregation, handling, and disposal through authorized channels, thereby safeguarding public health and safety.

E-Waste Management

The University manages obsolete electronic items—such as computers, printers, and laboratory equipment—by securely storing them and transferring them to authorized recyclers.

Waste Recycling System

A key initiative in the University's sustainability efforts is the installation of an organic waste digester (bio-digester), developed with support from the ICICI Foundation. This system has the capacity to process up to 200 kg of organic waste per day, primarily consisting of leftover food from hostels. Using anaerobic digestion, the digester transforms organic waste into a nutrient-rich natural fertilizer, which is then applied to campus landscaping and agricultural activities. This eco-friendly solution not only minimizes landfill dependency but also promotes a circular economy by turning waste into a valuable resource.

Hazardous Chemicals and Radioactive Waste Management

The University does not conduct any experiments involving hazardous chemicals or radioactive substances. Nonetheless, it proactively applies for a No Objection Certificate (NOC) as a precautionary measure, underscoring its commitment to compliance and environmental safety.

In summary, Pt. Ravishankar Shukla University has adopted a thoughtful, multi-pronged waste management system aligned with sustainability goals. Through solid infrastructure, community involvement, and ongoing improvements, the University sets a strong example for eco-friendly campus operations.

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

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**

3. Construction of tanks and bunds

4. Waste water recycling

5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or more of the above

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

7.1.5

Green campus initiatives include

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

Response:

In an effort to promote environmental sustainability and create an eco-friendly environment, PRSU has undertaken a series of green initiatives aimed at reducing pollution, conserving its rich flora and fauna, and encouraging responsible practices among students and staff. Accordingly, following are notable initiatives:

Restricted Entry of Automobiles: Steps have been taken to minimize the environmental impact of vehicular traffic by restriction of automobile entry onto the central campus. To ensure this, vehicles are parked outside the main gates at designated parking facilities, significantly reducing localised air and noise pollution inside the premises. Students and staff are encouraged to use bicycles for commuting within the campus to not only support physical well-being but also aligns with the institution's commitment to reduce its carbon footprint.

Use of Battery-powered vehicles/bicycles: In alignment with the national directives and optimize the efficiency and sustainability of operational tasks, battery-powered vehicle are employed for the transport of internal mail and documents across the campus. These electric vehicles provide an eco-friendly alternative to fuel-based transport and further reinforce the university's dedication to green practices. Students are encouraged to use bicycles and this initiative is supported by the provision of bicycle stands at most campus buildings.

Pedestrian-friendly pathways: Thoughtfully designed pedestrian-friendly pathways have been

integrated across the university grounds, with enough space to ensure safe, accessible, and comfortable movement for all. This design actively encourages walking as a healthy and environmentally responsible way to move around the campus. The University is also committed to barrier-free accessibility, for Divyangjans to move freely and safely across the campus.

Ban on Plastic Use: The university has implemented a strict policy on environmental cleanliness and conservation, with a Ban on Plastic Use. This policy underscores the importance of eliminating single-use plastics and maintaining a clean and green environment conducive to academic pursuits. Notices are circulated regularly to discourage the use of single use plastics. The campus features strategically placed waste segregation bins, encouraging recycling and proper waste management.

Landscaping with trees and plants: Aesthetic and ecological enhancements have been made through landscaping efforts by plantation of trees and decorative plants. These green spaces contribute to the visual appeal and ecological balance of the campus. To raise awareness among the campus community, informational boards and awareness messages throughout the grounds highlight the importance of on-campus conserved forest and educate individuals on the value of preserving green spaces. Identification boards installed on trees and plants with their scientific names and QR code provide an interactive way for people to access information about trees using their smartphones. Implementation of this system serves dual purpose; first, it directly facilitates botanical education by providing readily accessible and accurate species identification; second, it cultivates an increased awareness and appreciation for local biodiversity amongst the campus community.

The Green Audit was conducted by recognized agencies to evaluate environmental practices on campus and assess energy usage, waste management, water conservation, and biodiversity. The certification reflects the university's commitment to sustainability and promotes awareness among students and staff for an eco-friendly environment.

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

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:

Pt. Ravishankar Shukla University, Raipur, strives for providing an inclusive and accessible campus that ensures equitable access to learning and campus resources for all students, including those who are differently-abled (Divyangjan). The institution has proactively implemented a range of measures to

create a barrier-free, Divyangjan-friendly infrastructure, thereby ensuring their seamless integration into all facets of university life.

Built Environment and Mobility Support:

To facilitate ease of movement for students with physical disabilities, the University has strategically constructed ramps at the entrance of various academic and administrative buildings, providing smooth and unhindered access. Furthermore, lift facilities have been installed in multi-storied structures, ensuring convenient and independent vertical mobility for Divyangjan to upper floors. These provisions collectively contribute to a more navigable and accessible physical environment across the campus.

Divyangjan-Friendly Washrooms:

Accessible sanitation facilities are an indispensable component of an inclusive campus. PRSU has addressed this critical need by establishing Divyangjan-friendly washrooms in key locations. These facilities are designed to meet the specific mobility and hygiene requirements of differently-abled individuals, ensuring their comfort and dignity .

Signage, tactile paths and Visual Aids:

To assist visually impaired students, tactile path signage has been implemented in several University buildings. These textured pathways provide navigational support, enhancing independence and safety of students with visual impairments.

Assistive Technology and Digital Accessibility:

The University recognizes the transformative potential of technology in facilitating the academic pursuits of differently-abled students. A and provision significant initiative in this regard is the adoption and provision of advanced assistive technology, particularly for visually impaired users. The installation of JAWS (Job Access With Speech) software, a screen-reading program, empowers blind or visually impaired individuals to effectively navigate digital interfaces. JAWS is installed at the Library and supports students, faculty, and staff in accessing digital educational and administrative resources.

Provision for Human Assistance and Educational Support:

Pt. Ravishankar Shukla University ensures that Divyangjan students receive personalized academic support. This includes the availability of human assistance, including availability of readers and scribes, as well as the provision of soft copies of reading materials. Screen-reading tools and font enlargement options are also available for ease of study. Additionally, the library is equipped with a Braille printer to provide learning materials in Braille format for blind students.

Examination Support:

In adherence to the UGC guidelines and relevant University resolutions, PRSU provides specific accommodations for blind, physically handicapped, and dyslexic students during examinations. These provisions include the permission to utilize a scribe to assist with writing during examinations. Additionally, these students are granted an additional 60 minutes for each examination paper, recognizing their specific needs. Special seating arrangements are made for such students to ensure their

comfort and minimal disruption during exams.

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:

The university is committed to fostering inclusive education and holistic development through a variety of student-centric initiatives. One of the key efforts in this direction is the UGC Coaching Centre, which provides remedial classes for students from marginalized sections and under-represented communities, including scheduled tribes, scheduled castes, other backward classes, minority communities, economically weaker sections, and women. The primary goal of remedial coaching program is to bridge learning gaps, enhance academic performance, and empower students to succeed in their higher education journey.

To help new students transition smoothly into university life, induction programs are organized by the departments and the university administration. These orientation sessions are designed to familiarize students with academic expectations, departmental activities, faculty members, support services, and campus facilities. The induction program makes students feel welcomed, informed, and prepared to make the most of their academic journey and also showcase their creative ability through art and cultural events.

The university also recognises the role of cultural enrichment and community building in the holistic development of its students. To this end, the university organizes a vibrant Youth Festival that serves as a multifaceted platform for students to showcase their diverse talents spanning music, dance, dramatic performances, literary expression, and visual arts. This event fosters creativity, encourages collaboration, and promotes cultural exchange amongst students drawn from diverse backgrounds. Moreover, this also provides a valuable opportunity for students to cultivate an appreciation for and immerse themselves in the rich tapestry of regional and national cultures with ease and enthusiasm. Participation in these fests nurtures a strong sense of unity and belonging within the university community.

The university celebrated International Women's Day with great enthusiasm, underscoring the achievements and empowerment of women through a series of engaging events. As part of the celebration, several events have been conducted. Additionally, the university also observes International Yoga Day every year, where students, faculty and staff participate in yoga sessions designed to promote physical and mental well-being.

The Directorate of Sports of the University organises intercollegiate tournaments and support colleges of the university to do so by providing subsidy, around 75 teams (men and women) participate in East Zone

and All India University tournaments every year. The participants are provided sports kit and also prize money if the team secure place in East Zone or All India University tournaments. Players are supported in their academic endeavours as the university conduct re-examination for the students who could not appear in the examination due to participation in tournaments. Annually, sports activities are organised by the various schools and the Student Union for all the students of UTD. These activities extend beyond mere participation, offering students a valuable platform for interpersonal engagement and inculcate the spirit of sportsmanship – a crucial element in the development of their character and ethical framework, promoting social cohesion. Furthermore, SoS in Physical Education and the Directorate of Sports actively provides fitness training and expert athletic coaching to the interested students, fostering both physical well-being and athletic prowess within the university community.

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

7.1.9

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

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

Response:

PRSU is committed to inculcating constitutional values, fundamental rights, duties, and responsibilities within its students and staff. The University actively promotes democratic, secular and inclusive values enshrined in the Constitution of India. Students are encouraged to exercise their fundamental freedoms with a clear understanding and appreciation of fundamental duties.

All the student clubs operate on democratic principles, ensuring open and inclusive participation in diverse activities. The Centre for Women Studies actively promotes gender sensitization across all facets of campus life, with designated **Gender Champions** from various departments playing a proactive role in advancing this objective. Furthermore, the **Anti-Ragging Policy** is strictly enforced by the University by its anti-ragging committee to prevent bullying and harassment of new students. This policy is part of a broader initiative to eradicate caste, class or gender-based discrimination and ensure an abuse-free campus.

Various departments have implemented a series of pedagogical and extracurricular activities designed to instil constitutional values and enhance awareness regarding the duties and rights of citizens for the betterment of society. A key institutional practice is the annual observance of **Constitution Day** on 26th November. This day involves collective reading of the Preamble to the Constitution, alongside

discussions, lectures, and essay competitions aimed at fostering a deeper understanding of constitutional rights and duties. These events witness significant student engagement, underscoring their commitment to democratic principles.

The university also observes **Alcohol Prohibition Week**, spreading awareness regarding the detrimental effects of substance abuse. Departments and NSS unit of the university organize seminars, poster-making competitions, slogan writing exercises, debates, and rallies to promote healthy and addiction-free lifestyle among the youth. A quiz competition on Chhattisgarh Excise Act & Narcotic Drugs & Psychotropic Substances Act was also conducted.

During annual **Human Rights Week**, the university hosts guest lectures, panel discussions, and awareness drives to educate students and staff about human dignity, equality, and justice. Similarly, **International Women's Day** is celebrated with enthusiasm, emphasizing gender equality, women empowerment, and the protection of women's rights.

The university also conducts **Legal Awareness Campaigns**, to educate students on legal literacy, civic duties, and access to justice. These initiatives cultivate a strong foundation of civic sense, legal knowledge, and democratic values. A **Legal Aid Clinic** has been established with an objective to provide legal assistance to individuals facing barriers to justice due to financial constraints. The clinic also works to raise awareness about government welfare schemes and promote broader legal literacy within the community.

Students are also encouraged to cultivate a mindful appreciation for the dignity of labour and to interact with all campus staff with kindness and respect. They are also encouraged to participate in cleanliness and campus hygiene drives as practical engagement with basic civic responsibilities. The **Grievance Redressal Cell** of the University addresses the grievances and ensure the protection of personal freedoms and dignity for all members.

Through these multifaceted observances and programs, PRSU fosters a culture of respect, awareness, and active citizenship, thereby fulfilling its integral responsibility towards nation-building and holistic development of 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](#)

7.2 Best Practices

7.2.1

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

Response:

Practice I: Sangwari Hub – The Community Based Participatory Research (CBPR) Hub

1. **Title of the Practice: Sangwari Hub – The Community Based Participatory Research (CBPR) Hub**

2. Objectives of the Practice

The *Sangwari CBPR Hub* was established with the aim of fostering innovative models of research and

research training grounded in community engagement. The objectives are as follows:

1. To explore new methodologies of learning through community collaboration
2. To build individual and institutional capacities in Community-Based Participatory Research (CBPR)
3. To support trainees' transition into professional roles in both academic and non-academic sectors
4. To align with the University's mission of imparting quality education and research with social relevance.

3. The Context

Higher Educational Institutions (HEIs) play a vital role in promoting social responsibility and community engagement. In alignment with the Sustainable Development Goals (SDGs), the CBPR model serves as a bridge between academic theory and real-world practice.

1. Encourages the development of locally relevant solutions.
2. Facilitates a two-way flow of knowledge between academia and communities.
3. Informs curriculum design with lived community experiences.
4. Builds empathy and fosters mutual respect between students and local populations.

4. The Practice

1. Introduction of a Certificate Course on CBPR from the academic session 2018–19 in collaboration with the State Planning Commission
2. First university in India to initiate a CBPR course; a part of the Global Knowledge for Change (K4C) Consortium
3. The Hub is a part of the UNESCO Chair for CBPR.
4. Trained three faculty mentors in CBPR methodologies.
5. Mentoring next generation of CBPR researchers/trainers
6. Establishment of the Sangwari CBPR Hub, which regularly organizes:
   - Conferences
   - Seminars
   - Training Programs
   - Workshops and Symposiums
   - Awareness Campaigns related to the SDGs
7. Conducted a campus safety audit using CBPR methods.
8. CBPR has been integrated into:
   - Choice-Based Credit System (CBCS) electives
   - Ph.D. program

5. Evidence of Success

1. Recognized in the UGC Report (2020) on *"National Curriculum Framework & Guidelines for Fostering Social Responsibility & Community Engagement in HEIs in India"* under the Unnat Bharat Abhiyan (UBA) initiative
2. Successfully led to innovative models of teaching, learning, and research
3. Enhanced institutional and individual research capacities
4. Supported smooth workplace transitions for trainees

5. Mentors contributed to the development of study material through their fieldwork reports
6. Students conducted impactful research projects, including:
    ○ Awareness on sexual harassment in sports settings.
    ○ Assessment of women and child health services at Anganwadi centers.
    ○ Role of women in Panchayati Raj institutions.
    ○ Women's status in villages of elected parliamentary representatives.
    ○ Evaluation of skill development schemes on women's economic empowerment.

6. Problems Encountered and Resources Required

Challenges Faced:

1. Lack of awareness and understanding of CBPR within and beyond the university
2. Difficulty in establishing and sustaining partnerships between academia, communities, and other stakeholders.
3. Challenges in forming dedicated and cohesive CBPR implementation teams.
4. Limited access to funding for fieldwork and research activities.
5. Need for professional expertise in delivering CBPR programs at different academic levels.

Resources Required:

1. Institutional funding and external grants for CBPR projects.
2. Professional development opportunities and CBPR fellowships.
3. Infrastructure for hosting community-academic collaborative activities.

Enhanced networking and partnership platforms.

Practice II

1. **Title of the Practice: Ecosystem to advance Scientific Social Responsibility (SSR)**
2. **Objectives of the Practice: (100 words)**

The Practice draws upon the framework and principles of the DST's Scientific Social Responsibility Guidelines (2022) with these objectives:

1. Facilitate transfer of scientific knowledge and resources to society
2. Cultivate a culture of social responsibility and ethical engagement within the scientific community
3. Enhance the capacity and capability of marginalised sections of society through scientific interventions
4. Promote optimal utilization of existing scientific infrastructure and human resources for societal needs
5. Encourage the development of innovative solutions and entrepreneurial activities with social impact
6. Enhance the social reputation and public trust in science and University

The Context

1. Situated in Chhattisgarh, a region marked by specific developmental challenges and opportunities, the university recognises its ethical obligation to extend the benefits of scientific inquiry to underserved populations.
2. Bridge the existing gap between scientific advancements and societal needs
3. Cultivate robust inter- and transdisciplinary research ecosystems to address this imperative.
4. Synergize diverse expertise and resources within the University and with external stakeholders, including local communities, government agencies, and non-governmental organizations.
5. By fostering collaboration, a seamless translation of scientific knowledge and technological solutions to address pressing social issues
6. Empower marginalised communities and promote sustainable development within Chhattisgarh and beyond. .

Evidence of Success:

The institution's practice to advance Scientific Social Responsibility demonstrates tangible success through:

1. Interdisciplinary collaboration, exemplified by the Fintech Project, unites diverse expertise (from biotechnology, chemistry, computer science, economics, electronics, pharmacy, physics and sociology) to develop accessible financial solutions for tribal communities.
2. Preliminary data indicates promising early adoption of Fintech solutions, suggesting improved financial literacy and access to economic opportunities within local circles.
3. Anecdotal reports of faculty and student-led outreach initiatives to local communities and schools have enhanced their awareness of scientific principles and technological advancements.
4. Visits of school children to campus laboratories have sparked enthusiasm for basic science disciplines. There is increased enrolment inquiries and participation in university-organized science events.
5. The Institution Innovation Council's Ideathon competitions have proven fertile ground for generating commercially viable ideas and there is increased interest fostered by these events.
6. Public outreach via expert lectures and television shows has broadened the dissemination of scientific knowledge beyond academic boundaries.
7. Enthusiastic participation in science promotion events underscores community engagement.
8. Shared research resources have facilitated interdisciplinary networking and novel collaborations. The emergence of novel research avenues transcending disciplinary silos is evident.

This interconnected ecosystem is demonstrably fostering impactful research contributing to well-being and sustainable development of Chhattisgarh and beyond.

Problems Encountered and Resources Required

1. Bridging established departmental silos, fostering a culture of collaboration across diverse academic cultures
2. Significant time and effort required from faculty members in addition to their existing teaching, administrative and research responsibilities

3. Logistical challenges in organizing and executing visits related to transportation, accommodation and communication.
4. Connecting with tribal population, who often find difficult to integrate with urban populations
5. Maintaining long-term, meaningful engagement with local communities require consistent effort, trust-building and a deep understanding of their evolving needs.
6. To ensure that our research and outreach efforts remain relevant and impactful over time is an ongoing challenge.

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:

PRSU situated in Chhattisgarh has a significant tribal population and this offers a unique opportunity for integrating historical wisdom and contemporary needs for sustainable development. Recognizing the inherent social, cultural, and economic capital residing within these diverse tribal communities, PRSU has embarked on a multi-faceted approach:

Documentation and Research of Indigenous Knowledge Systems:

The documentation of the rich indigenous knowledge systems of Chhattisgarh's tribal communities including the Particularly Vulnerable Tribal Groups (PVTGs) encompasses rigorous research aimed at facilitating tribal development, preserving invaluable tribal art and cultural heritage, providing critical inputs for evidence-based interventions, and building essential capacities to effectively bridge historical understandings with present-day needs. Additionally, acknowledging the dynamic evolution of medical anthropology and the increasing interdisciplinary engagement within the institution, several departments are involved in the exploration of ethnomedicine and ecological practices to integrate with the current needs and modern healthcare approaches.

Financial Empowerment and Inclusion Initiatives:

PRSU's commitment to tribal development extends to fostering financial literacy and inclusion through innovative, technology-driven projects. The University is involved in four interdisciplinary Projects sponsored by the IIT Bhilai Innovation and Technology Foundation (IBITF) that directly targets specific beneficiaries including tribal youth, entrepreneurs, women and SHGs members. The "AI-Driven

Financial Empowerment - FinTech for All project serves as a compelling example of this thrust in action to improve financial literacy and inclusion in tribal community and development of an AI-Based mobile application. The successful execution of 47 three-day Financial Literacy Workshops across 10 tribal-dominated districts, reaching over 3000 individuals, demonstrates a significant commitment to on-the-ground impact on financial management including income-expenditure, savings, borrowing, investment, insurance, banking and prevention of financial cyber fraud. These workshops aimed to empower the tribal community to manage their finances effectively, encouraging saving and investment as pathways to an improved standard of living. The positive impact of these workshops is evident in the continuous demand for similar programs in neighbouring areas. Other Fintech-based projects focusing on the traditional knowledge of medicinal plants and economic upliftment through their cultural heritage, showcase a multi-pronged approach to economic empowerment.

Promotion of Tribal Languages and Culture

The university prioritizes studies on under-researched tribal languages of Chhattisgarh, seeking to uncover valuable insights into script and language evolution. This interdisciplinary academic endeavour investigates both the historical and contemporary forms of these languages, analyzing their similarities, diversity, and cognate relationships. Oral narratives and traditions of the regional tribes are being documented through collaborative research. Some of the departments of the university are also conducting annual participatory fieldwork and linkages with governmental and non-governmental agencies to support the holistic development of these communities.

Community-Based Participatory Research

PRSU has taken a step towards fostering responsibility and community engagement as Community Based Participatory Research (CBPR) Hub through a tripartite agreement with the State Planning Commission, Raipur and PRIA, positioning PRSU as a global hub. As part of the K4C Consortium, the University contributes to an international training initiative focused on building research capacities for academics and communities to collaboratively address UN Sustainable Development Goals (SDGs).

The focus of the CBPR Hub is:

1. The co-construction of knowledge and its application to the solution of community issues is linked to at least three of the UN SDGs (indigenous development, water governance, poverty and inequality, climate action, gender equality, and violence against women).
2. Contribute to strengthening the trainees' employment and career opportunities
3. Enhance the institutional capacity in CBPR at HEls and Civil Society Organisations (CSOs)
4. Generate contextually and culturally relevant learning materials in local languages, which will be accessible to students, academic researchers and other stakeholders

PRSU's National Resource Centre in Psychology under SWAYAM-ARPIT

National Resource Centre (NRC) in Psychology, PRSU received recognition from the Ministry of Human Resource Development, New Delhi for its Massive Open Online Courses (MOOCS) developed under the Annual Refresher Program in Teaching (ARPIT) using the SWAYAM platform. A comprehensive 40-Module online refresher course, employing a four-quadrant approach, for in-service teachers was designed during for 2019–20 and 2020-21. This nationwide program garnered participation from educators across the country.

PRSU's Leadership in NEP 2020 Adoption

PRSU has spearheaded the implementation of National Education Policy (NEP) 2020, PRSU played a pivotal role in both the University and across the state of Chhattisgarh. Demonstrating its leadership, PRSU played a key role in implementation of NEP in the state. In alignment with the National Education Policy (NEP) 2020, several initiatives have been taken to facilitate smooth and effective introduction of various components into the education ecosystem like the development of interdisciplinary programs and courses that integrate knowledge from multiple disciplines have been developed. Students choose electives from different disciplines, enabling them to tailor education to their individual interests and career goals. The curriculum is being revised to enrich the academic disciplines by integrating the Indian Knowledge System (IKS) to connect modern knowledge with India's rich intellectual heritage.

Conclusion:

PRSU through it research initiatives, community-based interventions, focus on financial inclusion and commitment to preserve tribal languages and culture demonstrates a deep understanding of the unique context of Chhattisgarh and its tribal communities. The interdisciplinary approach adopted by the University coupled with its collaborations with governmental and non-governmental organizations, positions it as a key institution in bridging historical wisdom with contemporary needs for sustainable and equitable development. The positive impact of fintech projects and establishment of the CBPR Hub underscores the University's success in translating its strategic priorities into tangible outcomes for the tribal communities of Chhattisgarh. Moving forward, continued commitment and expansion of these initiatives will further solidify PRSU's role as a leading institution in fostering tribal empowerment and the preservation of invaluable indigenous knowledge.

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

5. CONCLUSION

Additional Information :

A major strength of PRSU lies in its **emphasis on quality research and innovation**. It houses several dedicated research centers and advanced laboratories that have received funding and recognition from national bodies such as UGC, DST, CSIR, and ICSSR. Many faculty members are engaged in interdisciplinary and socially impactful research, often collaborating with national and international institutions.

The university's **sprawling green campus**, spread over **300 acres**, offers an environment conducive to learning and personal growth. It includes a **central library** with over 100,000 books, a vast digital resource base, and access to national and international journals. The **Computer Center**, **Science Block**, **Language Lab**, and **Central Instrumentation Laboratory** are among the premier facilities supporting both academic and research excellence.

PRSU is equally committed to **student welfare and all-round development**. It offers hostel accommodations, a health center, sports complexes, and recreational spaces. The university organizes regular workshops, seminars, youth festivals, and national conferences to encourage intellectual engagement and creative expression. Its **career guidance and placement cell** actively connects students with professional opportunities and higher education pathways.

In recent years, PRSU has embraced technological advancement by incorporating **e-learning platforms**, **smart classrooms**, **online examinations**, and **digital governance systems**. The university also maintains a strong focus on **inclusive and value-based education**, supporting students from diverse socio-economic backgrounds through scholarships and academic support programs.

Recognized by the **University Grants Commission (UGC)** and accredited by the **National Assessment and Accreditation Council (NAAC)**, PRSU continues to uphold its mission of "Knowledge for Development." It remains a guiding force in shaping the intellectual and cultural fabric of Chhattisgarh and beyond.

With its rich legacy, state-of-the-art facilities, and forward-looking vision, Pt. Ravishankar Shukla University stands as a pillar of academic excellence and a source of pride for generations of students, educators, and scholars.

Concluding Remarks :

Pt. Ravishankar Shukla University stands as a symbol of academic viability, cultural richness, and institutional integrity. Its long-standing commitment to quality education, interdisciplinary research, and inclusive growth makes it a cornerstone of higher learning in Chhattisgarh and central India. The university's robust academic infrastructure, experienced faculty, and innovative approach ensure that it remains at the forefront of educational excellence.

Beyond academics, PRSU nurtures holistic development through vibrant cultural life, sports, student welfare programs, and community outreach initiatives. Its sustained efforts in integrating modern technology, promoting ethical values, and empowering youth underline its relevance in today's dynamic world.

Pt. Ravishankar Shukla University plays a pivotal role in empowering youth by providing quality education, fostering critical thinking, and promoting research and innovation across diverse fields. Through its wide range of academic programs, skill development initiatives, and value-added courses, the university equips students with the knowledge, skills, and confidence needed to meet contemporary global challenges. By nurturing leadership, encouraging entrepreneurial spirit, and emphasizing social responsibility, PRSU serves as a catalyst for personal growth and societal transformation, shaping the next generation of empowered citizens.

With a legacy that continues to inspire and a vision that looks toward the future, Pt. Ravishankar Shukla University is not just an institution—it is a vibrant academic community where tradition meets transformation. It remains steadfast in its mission to educate, enlighten, and elevate the leaders of tomorrow.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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** Answer before DVV Verification : Answer After DVV Verification :47 Remark : DVV has made the changes as per response received.
1.3.3	**Percentage of programmes that have components of field projects / research projects / internships during the last five years.** 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** Answer before DVV Verification : 70 Answer after DVV Verification: 40 1.3.3.2. **Total Number of programmes offered (without repeat count) during the last five years** Answer before DVV Verification : 81 Answer after DVV Verification: 51 Remark : DVV has made the changes as per response received.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
1575	1581	1552	1596	1595 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
1575	1581	1552	1596	1595 | 2.1.1.2. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: | 2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
1235	1331	1256	1329	1328	 Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1233	1331	1256	1329	1328

Remark : DVV has made the changes as per shared reports.

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)** Answer before DVV Verification : Answer After DVV Verification :1985 Remark : DVV has made the changes as per response received.
3.3.2	**Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years** Answer before DVV Verification : Answer After DVV Verification :04 Remark : DVV has given the input as per shared certificates by HEI.
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* Answer before DVV Verification : A. Any 5 of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made the changes as per response received.
3.5.1	**Revenue generated from consultancy and corporate training during the last five years** 3.5.1.1. **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
44.32	80.74	8.57	42.33	34.00

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

| 35.09 | 12.58 | 0 | 32.95 | 12.40 |

Remark : DVV has made the changes as per response received.

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** 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.** Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>20</td><td>24</td><td>34</td><td>11</td><td>40</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>18</td><td>22</td><td>32</td><td>11</td><td>35</td></tr></table> Remark : DVV has excluded days activities,

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
20	24	34	11	40

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
18	22	32	11	35

Remark : DVV has excluded days activities,

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** Answer before DVV Verification : Answer After DVV Verification :37 Remark : DVV has made the changes as per response received.

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** 4.2.2.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
10.24	24.71	24.23	18.85	18.13

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10.24	24.51	24.23	18.85	18.13

Remark : DVV has made the changes as per shared audit report.

4.4.1	**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years** 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)* Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
400.00	783.94	622.26	704.59	720.06

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
125.57	223.86	107.58	290.16	146.05

Remark : DVV has made the changes as per response received.

5.4.1	**Alumni contribution during the last five years to the University through registered Alumni Association** 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:** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
26.15	17.96	19.18	20.42	27.21

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
23.37	23.48	19.18	14.91	29.99

Remark : DVV has made the changes as per shared reports.

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)** 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*)** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2100	2227.27	0	0	750

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2100.00	2227.27	0	0	750.00

Remark : DVV has converted the value into lakhs.

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of final year outgoing students year wise during last five years** Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1217</td><td>1178</td><td>1283</td><td>1193</td><td>1082</td></tr></table> Answer After DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1111</td><td>1171</td><td>1283</td><td>1196</td><td>1106</td></tr></table>