ANALYSIS REPORT ON STAKEHOLDERS' FEEDBACK SURVEY

Submitted by the committee constituted to prepare an analysis report of various stakeholders (Faculty, Students, Alumni,
Parents and Employers) of Pondicherry University from the feedback survey carried out by IQAC

Committee members:

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PONDICHERRY UNIVERSITY
INTERNAL QUALITY ASSURANCE CELL (IQAC)

Report on Stakeholder Feedback

The status of feedback collected from various stakeholders of Pondicherry University for the period 2023-24:

Sl. No.	Stakeholder group and survey mode	Total respondents	Total no. of feedback received	Period (Semester)
1.	Faculty (thru SAMS)	423	294	Odd
2.	Students (thru SAMS)	2236	1974	Even
3.	Alumni (by email)	9850	1981	Even
4.	Employers (by email)	1200	52	Even
5.	Parents (by email)	1500	380	Even
	TOTAL	15209	4681	

1. Analysis of feedback from Students

Feedback was sought from outgoing students on 6 parameters namely:

    a. Physical facilities and infrastructure
    b. Student support services
    c. Effectiveness of communication
    d. Campus environment resources
    e. Academic-related inputs
    f. Overall students' satisfaction level

A. Under the parameter – ***Physical facilities and infrastructure***, the following are the Top 3 best and worst performing components:
Strong areas:
    (1) University landscape
    (2) Overall cleanliness
    (3) University security

Weak areas:

    (1) Internet and Wifi facilities
    (2) Basic health services
    (3) Restrooms and Cafeteria

Recommendation based on findings:

    i. The existing Internet Bandwidth can be upgraded and more Wi-Fi access points can be installed for wide coverage, especially in hostels. Steps can be taken to improve the mobile signal strength of different service providers in PU campus.
    ii. Service quality at Health centre needs to be assessed through a separate survey. This will help to know the underlying reasons behind the poor score. In general, Health centre to be made more student-friendly. Details of service personnel and services offered to be prominently displayed. The ambience can be improved to have a more professional touch.
    iii. Restrooms needs to be maintained in Hygienic way and Cafeteria services to be improved in terms of numbers, cuisines (i.e. food options) and operational hours.

B. Under the parameter – ***Student support services***, the following are the Top 3 best and worst performing components:
Strong areas:
    (1) Anti-ragging support services
    (2) Disabled-student services
Weak areas

    (1) Conduct of students' council elections
    (2) Mental health support services   and
    (3) Career counselling and placements

Recommendation based on findings:

    i. Timely conduct of Students' council elections is to be carried out. It has been constrained by the mismatch in academic calendar between different batches

caused by Covid-19 related lockdowns and admission delays.

ii. Professional counselling services to be made available to the student community. A 24x7 helpline and counselling centre (room) in a central, accessible location for all students to be established.

iii. Career counselling in the form of career opportunity awareness workshops maybe made available School-wise. University's Placement officer to assist all Schools/Departments in providing campus recruitment opportunities

C. Under the parameter – ***Effectiveness of communication***, the best performer was:

Strong Areas

- Automation facilities for academic process management in the campus (SAMS, SAMARTH, Online admission, Online fee payments, etc)

Weak area:

- Transcript request process

Recommendation based on the finding:

i. Transcript request process maybe made more transparent and automated, with a commitment of timeline.

D. Under the parameter – ***Campaign environment resources***, the best performer was:

- Student diversity in class

Weak area:

- Students employment services

Recommendation based on the finding:

i. The Placement Cell of the University may have a dynamic webpage where relevant employment opportunities maybe shared – be it through campus recruitment or off-campus opportunities

ii. Workshops on resume writing, group discussion and interview skills maybe conducted School/Department -wise for the entire student community

E. Under the parameter – ***Academic-related inputs***, the following are the Top 3 best and worst performing components:

Strong areas:
(1) Timely conduct of test and feedback

(2) Transparency in Examination and Evaluation Process

(3) Seminars/ workshops/ special lectures organized
Weak areas:
(1) Curricular design
(2) Academic flexibility w.r.t. exercising of CBCS
(3) Teaching-Learning experience and methodology

Recommendation based on findings:

i. Curricular design maybe relooked to ascertain appeal to different learner orientations
ii. CBCS to be followed in both letter and in spirit by all departments
iii. Faculty members maybe given periodic inputs to incorporate experiential learning wherever applicable in their courses and also to try emerging pedagogies

F. Under the parameter – ***Overall Students satisfaction level***, the following are the best and worst performing components:

The positive was *I have access to adequate training to support in my research and career.*

The area for improvement is highlighted in this feedback: *The University takes active interest in promoting internship, student exchange, field visit opportunities for students.*

Recommendation based on the finding:

i. It is clear that students are looking for learning opportunities outside the regular classroom sessions. Internships, wherever possible, maybe made mandatory in the course curriculum.
ii. Student exchange opportunities with partner universities abroad maybe activated through all the active MOUs. Funding opportunities such as Erasmus grant from the European Union maybe explored through partner universities.
iii. Field visits maybe made easier in terms of permissions, procedures and funds. A fee towards field visits maybe included in the fee structure of the programmes wherein they are relevant and useful for students.

2. Analysis of feedback from Employees (Faculty members)

The strong areas achieved and the weak areas to be focused for betterment are as follows:

Strong areas:

1. Freedom to adopt the teaching methodology and students' continuous assessment scheme
2. Freedom to design new courses and to revise syllabi.
3. Implementation of reservation policy in the faculty recruitment

Weak areas:

1. Support for professional upgradation by providing financial assistance to participate in conferences/symposia/workshops or for paying the membership fees of the academic bodies
2. Promptness in implementing the career advancement scheme.
3. Campus amenities such as Staff quarters, Daycare centre, Health centre, Cafeteria, Gymnasium

Recommendation based on the findings:

i. The existing norms of financial assistance to the faculties for participating in conferences/symposia/workshops or for paying the membership fees to the academic/professional bodies may be relooked in order to enhance the support for professional upgradation. An exclusive survey among the faculties is needed to analyse the domain specific requirements.
ii. Periodic conduct of CAS
iii. Periodic maintenance/monitoring of Staff quarters, Daycare centre, Health centre, Cafeteria, and Gymnasium may improve the level of satisfaction or perception among the faculties. A dedicated committee may be constituted for each unit specified above in order to maintain the quality as per standards periodically.

3. Analysis of feedback from Alumni

Feedback was sought from passed out students on 2 parameters namely:

A. Access how the following criteria help in your current profession
B. Other Criteria

A. Under the parameter – ***Access how the following criteria help in your current profession.*** The strong areas achieved and the weak areas to be focussed for betterment are as follows:

Strong areas:

1. The role of diversity of students in the campus which helps you to handle diversity of stake holders
2. Relevance of the Degree
3. Library and E-resource facilities

Weak areas:

1. Exposure obtained on industry trends
2. Hands on practical skills gained
3. Skills attributed by the Department towards professional edge over peers

Recommendations based on the findings:

i. It is clear that the alumni are perceiving a theory-practice gap after graduating. It calls for more active industry-institute interface at the department level and in Board of Studies/ School Board to reduce this gap in terms of providing more contemporary inputs and a curriculum.

ii. The hands-on skill development as required by and relevant to the industry/employers is found wanting. Introduction of internships will create industry-relevant and industry-standard skill development among students.

B. Under the parameter – ***Other Criteria***, the following are the strong areas achieved and the areas to be focused for betterment:

Strong areas:

1. Infrastructure and automation facilities provided in the university
2. Perception of professional stakeholders about the university

Weak areas:

1. The level of Department alumni connection
2. Administrative support provided by the University

Recommendation based on findings:

i. The alumni connect with students is missing. Departments may take concrete steps to facilitate interaction with alumni through alumni lectures, alumni- student mentor-mentee relationships and conduct of annual alumni meet. Alumni success stories maybe curated and shared with students on a regular basis.

ii. Once the students graduate, their interactions with the university are more with the administrative sections rather than their own departments, say for want of documents. The alumni may route their requests through departments which maybe a more friendly and supportive interface for them. Further the department offices can liaison with the concerned administrative sections to meet the requirements of the alumni.

iii. Alumni service centre or Alumni helpdesk (manned by 1 or 2 dedicated staff) maybe set up in the administrative building and also the contact details (say, a dedicated email id) displayed on Alumni webpage in PU website. Its role maybe essentially advisory so that the alumni are directed by this Alumni helpdesk to approach the right sections using the right procedure.

4. Analysis of feedback from Parents

The strong areas achieved and the weak areas to be focused for betterment are as follows:

Strong areas:

1. Safety and security in the campus
2. Anti-ragging and disciplinary measures in the campus
3. Ease of admission process

Weak areas:

1. Quality of food provided in the hostel mess/cafeteria
2. Career exposure and placement opportunities
3. Assistance for scholarships and stipends

Recommendation based on the findings:

i. The hostel inmates coming from different parts of the country are of varied food style, taste, choice and so on. The catering service provides needs to address this challenging diversity. The students may be permitted to run the mess on their own by dividing system.

ii. The Placement Cell – both at the department level and at the University level - need to work in tandem – in training students and creating opportunities.

iii. Departments may take the initiative to share career prospects and opportunities regularly with the students – both through display on noticeboards and posts in online groups.

iv. Disbursing of scholarships and stipends has been streamlined. The measures may be taken to further smoothen the system. Automation and integration with SAMS/RAMS/SAMARTH can be looked into.

5. Analysis of feedback from Employers

The strong areas achieved and the weak areas to be focused for betterment are as follows:

Strong areas:

1. The image of the University as a premier institution of higher learning
2. Interpersonal skills of our students
3. The course curriculum followed in the University

Weak areas:

1. Institutional support provided for recruitment
2. Usefulness of students' internships/ project work/ skills for your organization
3. Coordination of department placement cell

Recommendation based on the findings:

1. The university departments, wherever applicable, have their recruitment/placement coordinators to provide support to the students and prospective employers. However, having a placement cell at university level may take care of the issues pertaining to the employers in the campus recruitment process.
2. Centralized facilities (say, in the form of infrastructure like rooms for Group Discussions, Interviews, pre-placement talks involving multiple departments) are required to provide a seamless, uniform experience to the campus recruiters.
3. Again, a skill gap emerges as a weak area. Student projects are to address practical problems faced by the industry/recruiters/employers. Departments maybe advised to bring in realism and relevance in the projects done by the students.

General recommendations on the feedback survey questionnaire:

1. The students' feedback survey may be mandatory on SAMS/SAMARTH – just as faculty evaluation by students – and only to the final year students before the commencement of their final semester exams.
2. The students' feedback survey form may capture their status as Hosteller or Day-scholar student.
3. References to online classes maybe removed since it is not applicable now.
4. The employer feedback survey will include campus recruiters and those who have directly recruited PU students. However, certain statements (for example, #6 and #9) in the survey questionnaire are specific to campus recruiters only and will be irrelevant to others. This questionnaire maybe redesign to include questions specific to campus recruiters at the bottom.
5. In the Employees (Faculty) feedback survey, statements specific to Campus/Quarters residents maybe included to get feedback on quality of life in staff quarters.
6. In the Students feedback survey, Section-1, there is a reference to restrooms but it is not clear if it refers to academic buildings or hostels.
7. In the Students feedback survey, Section-6 requires re-wording. There is a reference to Covid-19 and this maybe removed. There are no statements related to sports facilities and, safety and security inside the campus.

Analysis of Responses received from STUDENTS

Physical Facilities and Infrastructure		
Criteria	**Mean**	**SD**
a) Classrooms.	3.37	1.20
b) Internet / Wi-Fi facilities.	2.73	1.33
c) Hostel Facility if applicable.	3.24	1.24
d) Basic Health Services.	2.73	1.34
e) Cafetaria.	3.04	1.24
f) University Security.	3.64	1.18
g) Grounds.	3.45	1.20
h) Parking Spaces.	3.41	1.17
i) Restrooms.	2.97	1.27
j) University Landscape.	3.90	1.07
k) Overall Cleanliness.	3.60	1.11
l) Laboratory facilities in your Department, if applicable.	3.11	1.35

Student Support Services		
Criteria	**Mean**	**SD**
a) Student Welfare activities and initiatives.	2.88	1.28
b) International Programs (Study Abroad).	2.74	1.34
c) Conduct of Student Council Election.	2.45	1.37
d) Scholarships and Stipends.	2.80	1.29
e) Career Counselling / Placement.	2.58	1.38
f) Disabled Student Services.	3.03	1.23
g) Mental Health Support Services.	2.67	1.34
h) Anti – Ragging support services.	3.43	1.22
i) Entrepreneurial support Services.	2.81	1.32

Effectiveness of Communication		
Criteria	**Mean**	**SD**
a. Student ID Process.	3.57	1.08
b. Automation facilities for academic process management in the campus (SAMS, Online Admission, Online Fee Payments, etc).	3.72	1.09
c. Transcript Request Process.	3.34	1.13

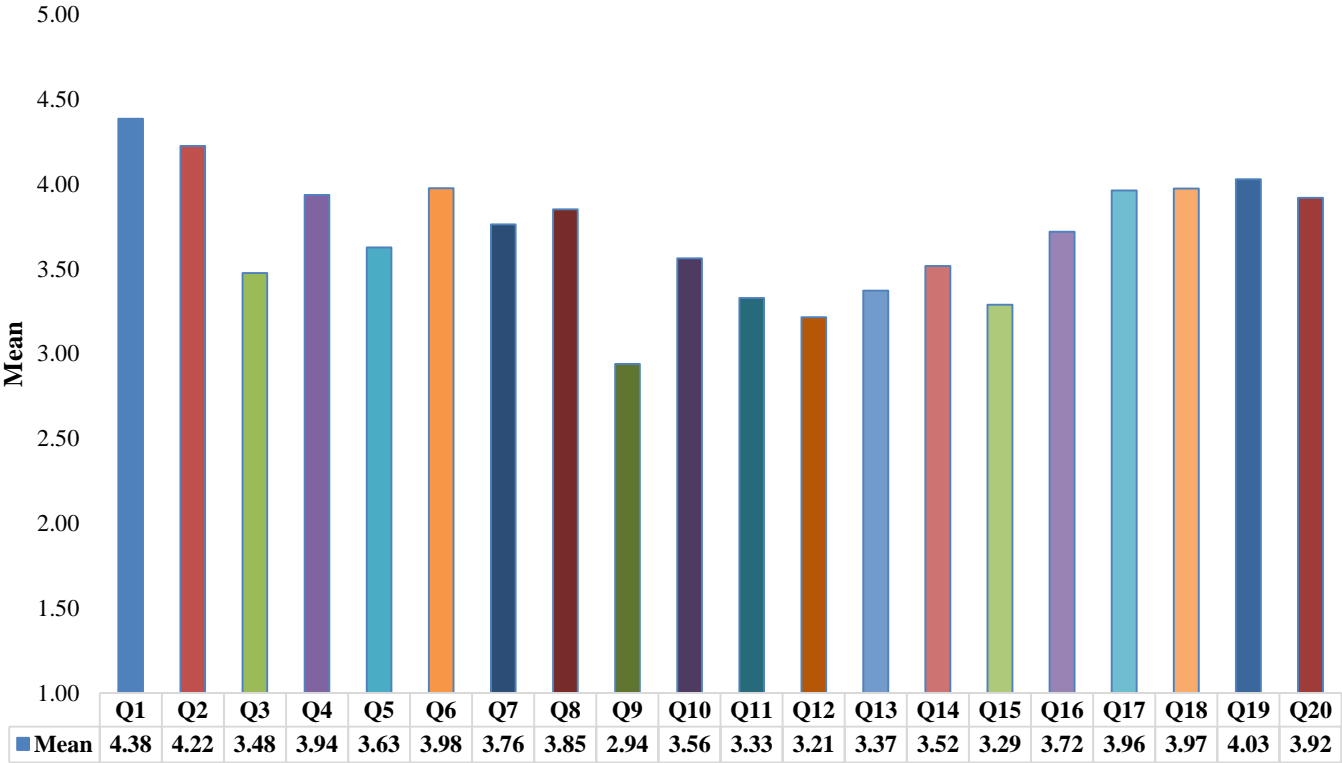| Campus Environment Resources		
Criteria	**Mean**	**SD**
a) Student Diversity in class.	3.53	1.15
b) Outreach and Extension Activities.	3.07	1.21
c) Sports and Recreation Facilities.	3.12	1.20
d) Students Employment Services.	2.77	1.28
e) Research Promotion initiatives.	3.07	1.23
f) Safety Hazard provisions.	3.13	1.21

Academic Related Inputs		
Criteria	**Mean**	**SD**
a) Curricular Design.	3.18	1.21
b) Academic Flexibility with respect to exercising of CBCS.	3.23	1.16
c) Teaching Learning Experience / methodology.	3.24	1.17
d) Seminars / Workshops / Special Lectures organised.	3.37	1.18
e) Effectiveness of online classes, if applicable.	3.20	1.21
f) Timely conduct of test and feedback.	3.39	1.18
g) Transparency in Examination and Evaluation Process.	3.35	1.21
h) Availability of student feedback system.	3.31	1.25

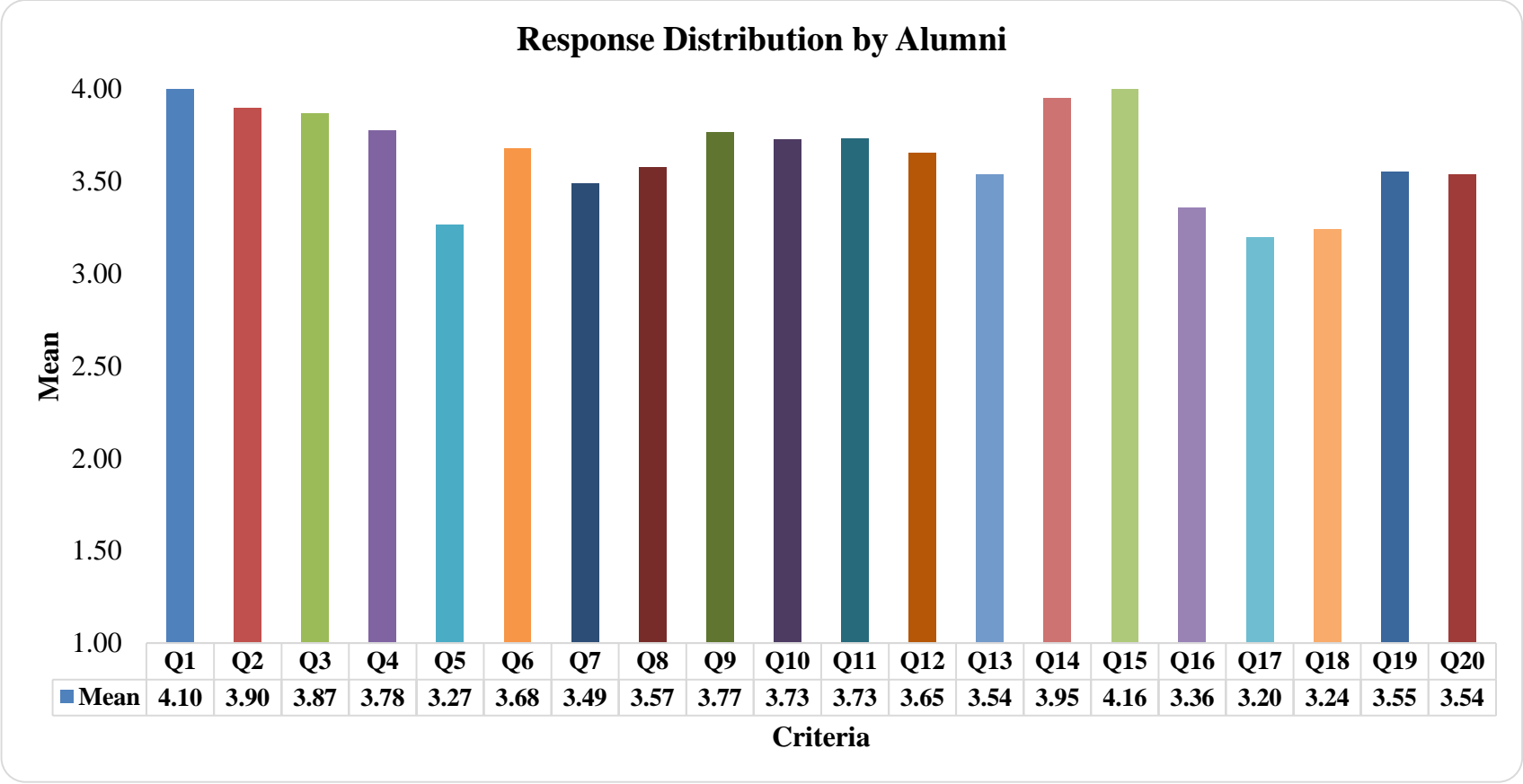| Overall Students Satisfaction Level		
Criteria	**Mean**	**SD**
a. The University takes active interest in promoting internship, student exchange, field visit opportunities for students.	2.90	1.34
b. Response of the University towards unprecedented emergencies crisis such as COVID – 19, cyclone etc.	3.16	1.19
c. Efforts are made by the Department / Teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.	3.13	1.27
d. I have access to adequate training to support in my research and career.	3.13	1.24

Analysis of Responses received from FACULTY

S.No	Question No.	Criteria	Mean	S.D
1	Q1	Freedom to adopt the teaching methodology and students' continuous assessment scheme.	4.38	0.78
2	Q2	Freedom to design new courses and to revise syllabi.	4.22	0.91
3	Q3	Classroom infrastructure such as projectors, audio-visual equipment etc.	3.48	1.20
4	Q4	Proper allocation of the teaching load in the Department.	3.94	1.03
5	Q5	Library support in providing recent books/journals/e-resources.	3.63	1.16
6	Q6	Freedom for collaborating with other institutions for research.	3.98	1.03
7	Q7	Opportunities to have inter-departmental academic exchanges.	3.76	1.14
8	Q8	Academic and research ambience in the Department.	3.85	1.09
9	Q9	Support for professional upgradation by providing financial assistance to participate in conferences/symposia/workshops or for paying the membership fees of the academic bodies.	2.94	1.22
10	Q10	Support from the University administration for academic activities.	3.56	1.15
11	Q11	Administrative support for carrying out purchase and procurement related to extra-mural funded projects.	3.33	1.13
12	Q12	Promptness in implementing the career advancement scheme.	3.21	1.23
13	Q13	Grievance redressal mechanism.	3.37	1.17
14	Q14	Freedom to participate in the faculty welfare association.	3.52	1.15
15	Q15	Campus amenities such as staff quarters, day care centre, health centre, cafeteria, gymnasium.	3.29	1.23
16	Q16	Facilities for the differently abled faculty members.	3.72	1.01
17	Q17	Socio-cultural-regional diversity of the faculty members.	3.96	1.02
18	Q18	Gender equality in the campus.	3.97	1.00
19	Q19	Implementation of reservation policy in the faculty recruitment.	4.03	0.96
20	Q20	Overall ambience of the University Campus.	3.92	1.01

Response Distribution by Faculty Members

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
■ Mean	4.38	4.22	3.48	3.94	3.63	3.98	3.76	3.85	2.94	3.56	3.33	3.21	3.37	3.52	3.29	3.72	3.96	3.97	4.03	3.92

Analysis of Responses received from ALUMNI

S.No	Question No.	Criteria	Mean	S.D
1	Q1	Relevance of the Degree	4.10	0.94
2	Q2	The relevance of the curriculum	3.90	1.03
3	Q3	The role of CBCS curriculum (soft core papers	3.87	1.05
4	Q4	Scope for learning beyond the curriculum	3.78	1.13
5	Q5	Exposure obtained on industry trends	3.27	1.31
6	Q6	Knowledge obtained on contemporary topics / issues	3.68	1.16
7	Q7	Hands on practical skills gained	3.49	1.27
8	Q8	The usefulness of internship / project works undertaken	3.57	1.27
9	Q9	The teaching methodology applied by faculty	3.77	1.13
10	Q10	The assessment methods used by faculty	3.73	1.14
11	Q11	The motivation and guidance provided by faculty for career prospects	3.73	1.24
12	Q12	The mentoring of the faculty in personality development towards your profession	3.65	1.26
13	Q13	Skills attributed by the Department towards professional edge over peers	3.54	1.24
14	Q14	Library and E-resource facilities	3.95	1.12
15	Q15	The role of diversity of students in the campus which helps you to handle diversity of stake holders	4.16	1.00
16	Q16	Scope for Department Alumni professional exchanges	3.36	1.22
17	Q17	The level of Department alumni connection	3.20	1.29
18	Q18	Administrative support provided by the University	3.24	1.31
19	Q19	The infrastructure and automation facilities provided in the university for your best academic progress	3.55	1.22
20	Q20	Perception of the professional stake holders about the University	3.54	1.16

Response Distribution by Alumni

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Mean	4.10	3.90	3.87	3.78	3.27	3.68	3.49	3.57	3.77	3.73	3.73	3.65	3.54	3.95	4.16	3.36	3.20	3.24	3.55	3.54

Criteria

Analysis of Responses received from PARENTS

S.No	Question No	Questions	Mean	S.D
1	Q1	Ease of admission process	3.84	1.03
2	Q2	Implementation of reservation policy in admissions	3.66	1.03
3	Q3	Fee structure and other expenses	3.21	1.27
4	Q4	Services and response from the administration	3.21	1.25
5	Q5	Assistance for scholarships and stipends	2.85	1.36
6	Q6	Quality of Teaching and learning in the Department	3.62	1.18
7	Q7	Activities in the department for developing academic growth and research acumen	3.32	1.28
8	Q8	Mentoring by and support from teachers	3.50	1.26
9	Q9	Infrastructure/laboratory facilities in the department	3.31	1.31
10	Q10	Library facilities	3.76	1.18
11	Q11	Opportunities and support for participating in extra - curricular activities	3.25	1.31
12	Q12	Career exposure and placement opportunities	2.77	1.41
13	Q13	Anti-ragging and disciplinary measures in the campus	3.92	1.12
14	Q14	Safety and security in the campus	3.92	1.14
15	Q15	Hostel facilities / Transportation facilities	3.22	1.33
16	Q16	Quality of drinking water and cleanliness in the premises	3.55	1.21
17	Q17	Basic shopping facilities inside the campus	3.32	1.32
18	Q18	Quality of food provided in the hostel mess/cafeteria	2.73	1.36
19	Q19	Facilities for physical activities at gym, play grounds, sports equipment, etc	3.31	1.29
20	Q20	Overall academic and personality development of your ward after s/he joined Pondicherry University	3.55	1.17

Response Distirbution by Parents

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
■ Mean	3.84	3.66	3.21	3.21	2.85	3.62	3.32	3.50	3.31	3.76	3.25	2.77	3.92	3.92	3.22	3.55	3.32	2.73	3.31	3.55

Criteria
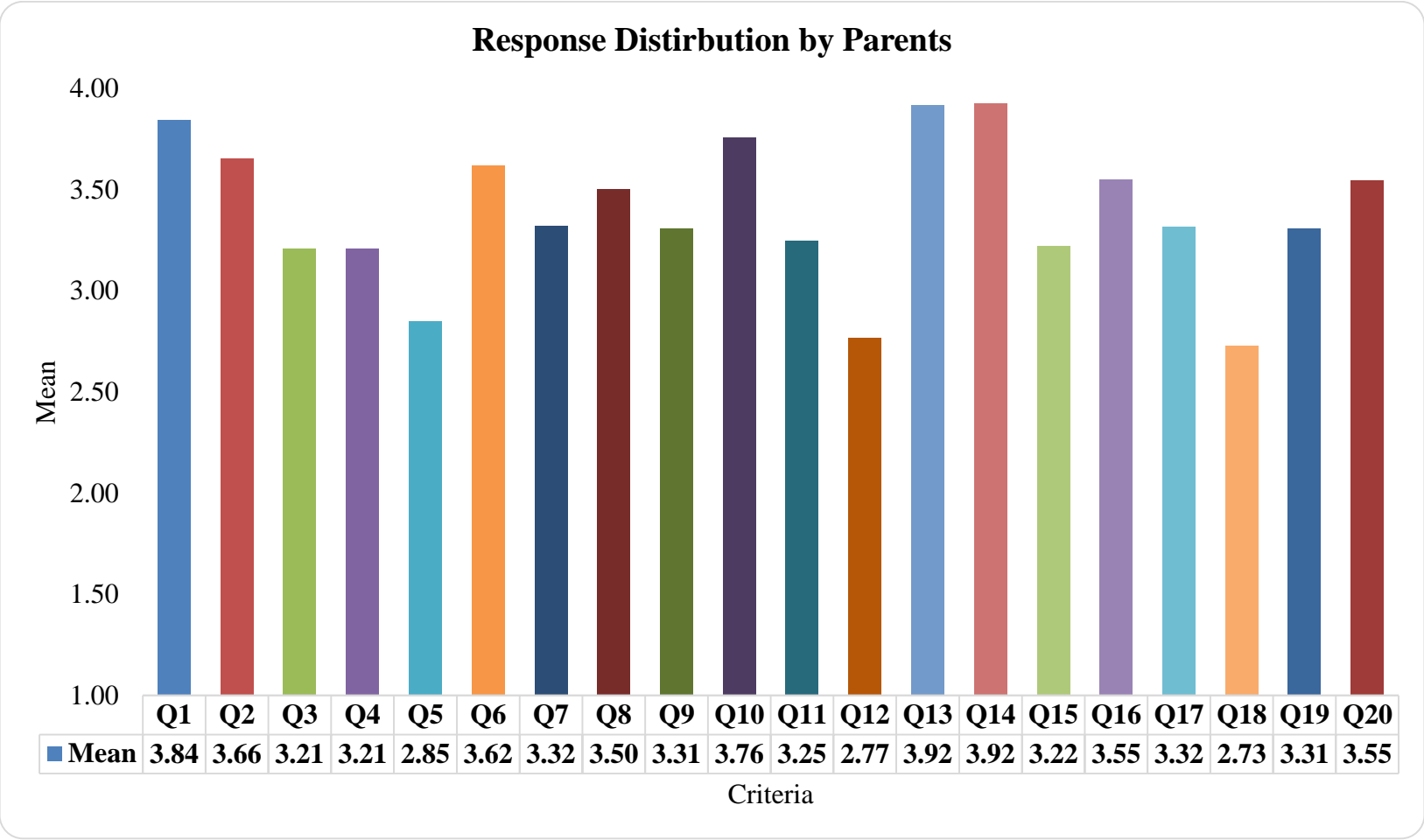
Analysis of Responses received from EMPLOYERS

Sl.No.	How satisfied are you with the following …	Mean	SD
1	The image of the University as a premier institution of higher learning.	4.00	1.03
2	The ability of the University to attract the best students.	3.90	1.03
3	The course curriculum followed in the University.	4.00	0.89
4	The relevance of the course offered by the University for recruiters.	4.04	0.86
5	The effectiveness of course delivery for real-life work environment.	3.87	0.97
6	Institutional support provided for recruitment.	3.33	1.45
7	Usefulness of students' internship / project work / skills for your organization.	3.60	1.29
8	Responsiveness towards certificate verification / reference.	3.60	1.18
9	Coordination of department / placement cell.	3.44	1.41
10	Use of technology and workplace equipment.	3.75	1.27
11	Matching of students' skill sets with job/tasks.	3.73	1.10
12	Ability of our students to work without long handholding.	3.88	1.02
13	Ability of our students to meet the performance standards/goals.	3.92	1.01
14	Creative response of our students to workplace challenges.	3.96	1.01
15	Commitment of our students to work given responsibility/task.	4.10	0.96
16	Ability of our students to learn/improve on-the-job.	4.10	0.93
17	Inter-personal skills of our students.	4.02	1.02
18	Relationship of our students with subordinates and team members.	4.02	1.00
19	Contribution of our students to a cordial work atmosphere.	4.00	1.05
20	Ability of our students to take up extra responsibility and willingness to work beyond schedule.	4.02	1.00

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Action taken Report on Feedback Survey among Various Stakeholders of Pondicherry University 2023 – 2024

Sl. No.	Feedback items	Action Taken
01	Physical Facilities and Infrastructure Basic Health Services & Restrooms and Cafeteria	The Sanitary Inspector who was posted in the Community College has been transferred to Engineering wing to supervise all the sanitary works in the University campus. Further, appropriate action has been taken by this wing to maintain standards of restrooms by giving necessary instructions to the housekeeping supervisors of respective zones and manager of the empaneled service provider. A e-circular indicating the contact details of supervisors, manager of services provider and concerned University officials was also hosted in the University website. In addition, modernized machineries were also procured and deployed for deep cleaning and log books for the same is also maintained. Proposal for procuring toilet buckets & mugs was also submitted to the authorities for approval. A dedicated complaint portal was also created to address the complaint received by the stakeholders. The housekeeping service provider was instructed to provide feminine bins in all the ladies hostels & girls toilets in all the academic building. Further, to facilitate the campus community & floating population, construction of 5 nos. of toilets blocks at various location through the NGO Sulabh international are in progress. Out of which. Construction of two toilets blocks was completed and the same was inaugurated by our Vice Chancellor. Besides, a proposal was also mooted out by this wing to expand the toilet facilities and replacing the outdated toilet fitting & pipelines in the old buildings which are constructed two deades back,, since the casting iron pipes, stone ware pipelines & outdated sanitarywares used in the toilets are worned out / damaged due to age factor. Health centre is in place with medical support to the stakeholders of Pondicherry University. Hence, University strives to maintain the well-being of stakeholders and hence health camps are also being organized on regular basis.
02	Campus amenities such as Staff quarters, Daycare centre, Health centre,Cafeteria, Gymnasium	Engineering wing is carrying out civil maintenance works in all the University building including staff quarters, day care centre, health centre, cafeteria and gym building, whenever

		required. Further, this wing has created a dedicated complaint portal so as to attend the minor complaints on time. In addition, a proposal for holistic maintenance in all the university buildings was also submitted to the University authorities for seeking funds under capital assets. After getting approval, holistic maintenance will be taken up on phased manner.
		A separate proposal for construction of additional building for day care centre at an estimate cost of Rs. 25,36,000/- was submitted to the university authorities and got approved. Further, NGO Sulabh international was requested to construct a toilet block in day care centre.
		Panel for constitution of dedicated committee for each unit specified in the report will be submitted shortly.

03	Internet and Wifi facilities	**Bandwidth Upgradation**
		• To meet the growing demand for high-speed internet among students and faculty, an additional 1 Gbps bandwidth has been procured and integrated into the University main campus. This augmentation significantly improves Wi-Fi performance, ensuring better accessibility and faster data transfer rates for academic and research purposes.
		• The internet bandwidth of the University Port Blair campus, Andaman & Nicobar Island, was upgraded from 20 mbps to 40 mbps.
		Expansion of WiFi Access Points
		To extend Wi Fi coverage and enhance connectivity in hostel areas, the following initiative have been implemented:
		• 100 nos. of new Wi Fi Access Points (Aps) have been procured and installed in the Boys and Girls hostel buildings, including:
		  i. Sri Aurobindo Hostel
		  ii. Birsa Munda Hostel
		  iii. Kannagi Hostel
		  iv. Narmadha Hostel
		  v. Madam Curie Research Scholars Hostel
		  vi. Madan Curie Annexure Hostel
		• In addition, the following steps are taken to improve the campus connect Wi Fi connectivity. Additional access points were fixed in Kalpana Shawla, Subraniya Bharathi and Bharathidasan Hostels. Also, the Installation of additional access point in Kaveri, Ganga, Mega Mess, Yamuna and Saraswati Hostel are under progress.
		• Another 75 nos. of Wi Fi APs are planned for installation in newly constructed academic, staff quarters and hostel buildings currently under progress.
		Mobile Signal Strength Enhancement
		To improve mobile network coverage within the campus, particularly in hostel areas, the following measures have

		been taken:
		• Two new mobile towers have been installed at:
		i. Kaveri Girls Hostel
		ii. Amudham Mega Mess near Sri Aurobindo Boys Hostel
		Airtel 4G service was commissioned in both towers support and based on the usage report the 4G services was upgraded to 5G services. Recently BSNL 4G service is also incorporated to the tower installed near Amudham Mega Mess. To include more Mobile Service providers in same towers is under discussion.
		• The existing BSNL tower, located near the School of Management(SOM) building, has been upgraded to support 4G connectivity, improving mobile communication for BSNL, users. In addition, Airtel service was also added to BSNL tower.
		• Proposal for installation of two number of new mobile towers in the Silver Jubilee Campus is also under process.
		The recent upgrades in bandwidth, Wi-Fi access points, and mobile network infrastructure have significantly improved internet connectivity across the University main campus. These enhancements support students and faculty in their academic and research activities, ensuring a seamless digital experience. Further developments will continue as per the University's commitment to technological advancement.
04	**Career counselling and placements** Career Awareness Initiatives:	• The Placement Cell has created more than 100 WhatsApp groups, primarily for the coordinators of affiliated colleges, faculty coordinators from University department, class representatives across all departments, and student placement coordinators, to streamline placement activities and share placement links with students.
		• Regular communication with all departments is maintained, and career opportunities are disseminated through both offline (department notice boards) and online platforms, including the University website, student WhatsApp group and email communication.
		• Industry experts and trainers are invited to deliver career talks and mentorship sessions, broadening students exposure to various career avenues, both through online (virtual) and offline (in-person) modes.
		• **Training and Opportunity Creation for Students** As and when required the Placement Cell, working collaboratively at both the department and university levels to streamline efforts to enhance student training
	Institutional Support for Recruitment:	• The placement cell conducts most placement activities and invites employers for campus recruitment through emails and professional social media platforms (like LinkedIn).

		• The Placement Cell offers support to employers in recruitment activities by informing all university stakeholders through circular, emails, and WhatsApp messages. The School of Management, School of Engineering and School of Life Sciences each conduct their own recruitment activities also, through their respective placement coordinators. The Placement cell provides assistance to these schools and departments in organizing placement events when needed.
	Centralized Facilities	• There is currently no centralized or dedicated space for placement related activities such as group discussions, interviews, demo classes, personal interviews, and pre-placement talks. • The Placement cell coordinates with Schools, departments and centre to conduct these activities in available department auditoriums, lecture halls, and seminar rooms. • The placement cell requests that University Authorities consider allocating or facilitating a centralized space to improve the efficiency and effectiveness of placement activities.
05.	Students Supporting services:	As per the recommendations the office of the Dean – Student's Welfare was conducted the Student's Council Office Bearers election on 21st December 2024 and also completed Oath Taking ceremony on 23rd January 2025. The elected office bearers of the Students' Council of the Academic year 2024-25. The professional counselling services are being extended to all the students and scholars by providing seven registered and certified psychiatrists and psychologists with the guidelines for both students / scholar and counselors.
06.	Support for professional upgradation by providing financial assistance to participate in conferences/symposia/workshops or for paying the membershipfees of the academic bodies	The Planning and Development section of University acts on the requests received by the faculty members to represent in National / International platforms with a proper financial aid and administrative support. The expenditure of the recommended proposals of Travel Assistance / Conferences / Seminars / Workshops etc assistance are booked under the head UDF, until the receipt of fund from UGC to avoid the delay in support to the academic activities.
07.	Quality of food provided in the hostel mess/cafeteria	A fresh tender for providing catering services to our University Hostel Mess (Both Boys & Girls) have been given to the successful bidder namely **M/s. KHFM Hospitality & Facility Management Services Ltd., Mumbai** by adopting QCBS method through CPP Portal. The service provider has started the catering service w.e.f 17.01.2025 onwards.

	The hostel inmates coming from different parts of the country are of varied food style, taste, choice and so on. The catering service provides needs to address this challenging diversity. The students may be permitted to run the mess on their own by dividing system.	Based on the expression interest, University authorities has permitted the Ph.D Scholars hostel (Pavendar Bharathidasan Hostel) to run the mess on dividing systems. Further, it will be extended to other mess based on the interest of the Hostel Residents.
08.	Mental health support services	University constituted two core committees. 1. Counsellor's Panel of 6 members from other reputed institutions in and around Puducherry. 2. Health and well-being Centre at Pondicherry University is being taken care by Dept. of Applied Psychology. 3. Department of Social Work regularly conducts awareness programme on issues related to Drug Abuse and addition to the stakeholders of University.
09.	Transcript request process	• Original certificates for which transcripts has been submitted along with the application for verification is processed and returned after affixing Assistant Registrar's signature within **one hour** to the candidate in sealed cover. • The candidate who has not submitted the originals for verification, the transcript application will be sent to the concerned Examination Unit for verification and the same will be returned within the 3 to 4 days to the applicant in sealed cover. The Academic Section is in the process of making the issue of transcript through online mode for the benefit of the students.
10	Curricular design	Every Department will design the Curriculum and Course Structure for the courses offered by them and placed before the Board of Studies for its recommendations and thereafter placed in the School Board for its revisions / recommendations. Finally, the Curriculum and course structure shall be placed before the Academic Council for its approval / implementation.
11	Academic flexibility w.r.t. exercising of CBCS	Under CBCS regulations, students are given flexibility to choose the courses from any department in the University that can benefit them in upskilling, better communication etc. This is offered under head of "Softcore". This gives freedom, flexibility and facilitate the students to hassle free academic environment and thus enable them to complete their course at ease.
12	Teaching-Learning experience and methodology	Choice Based Credit System (CBCS) at Post Graduate programme, is aimed at Offering Courses on Credit modes and enrich the quality of Teaching – Learning at Higher Education level and improves the learning skills

| | | of students. This enables the students to enrich and expand their academic horizon. |
| | | Engagement of the Teachers and Institutional leaders in National and International level training programmes in the areas of ICT enabled teaching learning/ Online learning, etc. is also the part of the Teaching – Learning outcome. |