



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:

1. **Prof. S. Victor Anandkumar**, Dean (i/c), School of Law
2. **Prof. R. Sevukan**, Dept. of Library & Information Science
3. **Dr. R. Vishnu Vardhan**, Associate Professor, Dept. of Statistics
4. **Mr. M. Sundaramohan**, Centre Head, Computer Centre

September 2023

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 2022-23:

Sl. No.	Stakeholder group and survey mode	Total respondents	Total no. of feedback received	Period (Semester)
1.	Faculty (thru SAMS)	363	352	Odd
2.	Students (thru SAMS)	2,892	1,487	Even
3.	Alumni (by email)	6,000	987	Even
4.	Employers (by email)	260	48	Even
5.	Parents (by email)	1,440	345	Even
	TOTAL	10,955	3,219	

1. Analysis of feedback from Students

Feedback was sought from outgoing students on 6 parameters namely:

- a. Physical facilities and infrastructure (3.43 out of 5)
- b. Student support services (3.02 out of 5)
- c. Effectiveness of communication (3.66 out of 5)
- d. Campus environment resources (3.29 out of 5)
- e. Academic-related inputs (3.48 out of 5)
- f. Overall students' satisfaction level (3.25 out of 5)

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) Cafeteria

Recommendation based on findings:

- i. The existing Wifi facility to be augmented for additional capacity and wide coverage, especially in hostels.
- 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. 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
- (3) Students' welfare activities and initiatives

Weak areas:

- (1) Conduct of students' council elections
- (2) Mental health support services

(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:

- Automation facilities for academic process management in the campus (SAMS, 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) Availability of student feedback system
- (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 focussed for betterment are as follows:

Strong areas:

1. Freedom to adopt the teaching methodology and students' continuous assessment scheme
2. Gender equality in the campus
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. Campus amenities such as Staff quarters, Daycare centre, Health centre, Cafeteria, Gymnasium
3. Grievance redressal mechanism

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 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.
- iii. The existing online grievance redressal mechanism is good but the time taken for fixing the issues seem to be longer. The staff of Civil, Electrical wing, computer centre and so on engaged in redressing the grievances may be distributed zone wise for quick and effective response.

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 (3.84 out of 5)
- B. Other Criteria (3.46 out of 5)

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 focussed 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 focussed 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 can be looked into.

5. Analysis of feedback from Employers

The strong areas achieved and the weak areas to be focussed 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:

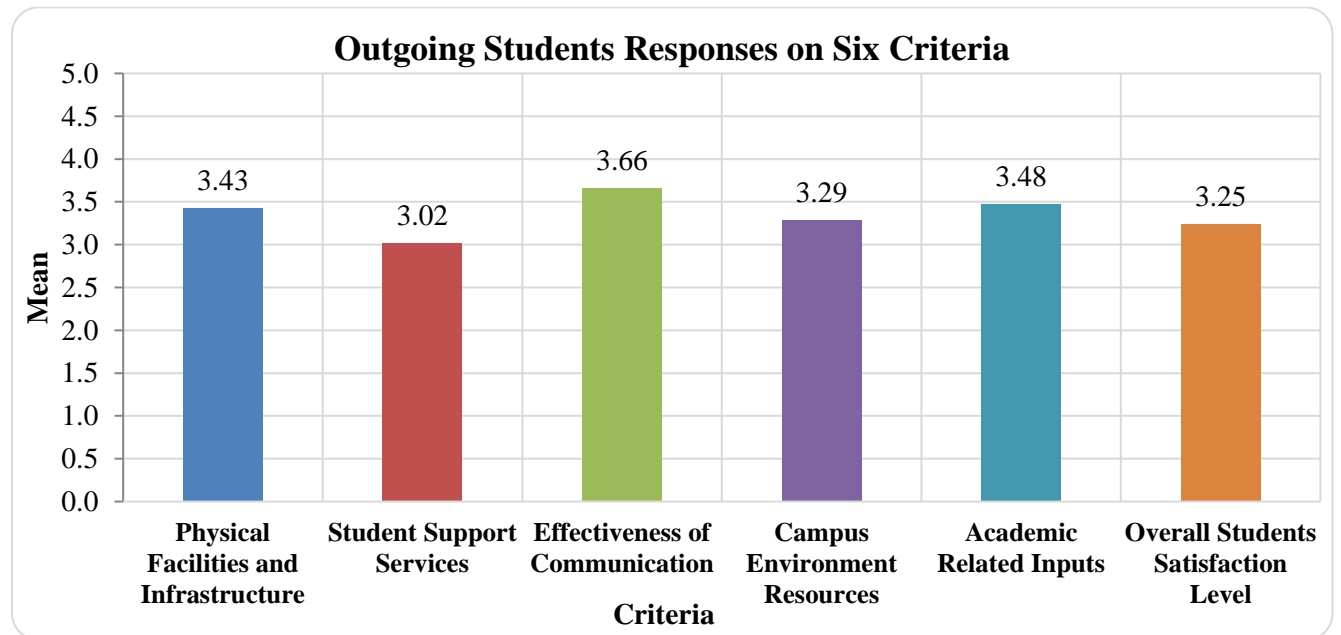
1. The university departments, wherever applicable, have their recruitment/placement coordinators to provide support to the students and prospective employers. However, having a placement cell at university level may take care of the issues pertaining to the employers in the campus recruitment process.
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 maybe be mandatory on SAMS – 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. Alumni feedback survey maybe shared with alumni at least after one year since passing out from PU.
5. IQAC may coordinate with the department-level Alumni Coordinators among faculty members to get wider participation of alumni in this feedback survey.
6. 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.
7. Several statements in the questionnaire used for Alumni feedback survey need a re-look:
 - a. Statement-1 ... the word 'relevance' maybe replaced for clarity and easy understanding of what the statement means
 - b. The phrase 'at your workplace' maybe added in statements #13, #15 and #20.
 - c. Statement #18 is vague. Administrative support for what?
 - d. Alumni feedback survey focuses mainly on academics and library. Prominently missing are amenities, extracurricular activities and campus life.
8. In the Employees (Faculty) feedback survey, statements specific to Campus/Quarters residents maybe included to get feedback on quality of life in staff quarters.
9. 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.
10. 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.

Students Feedback – Criteria wise analysis

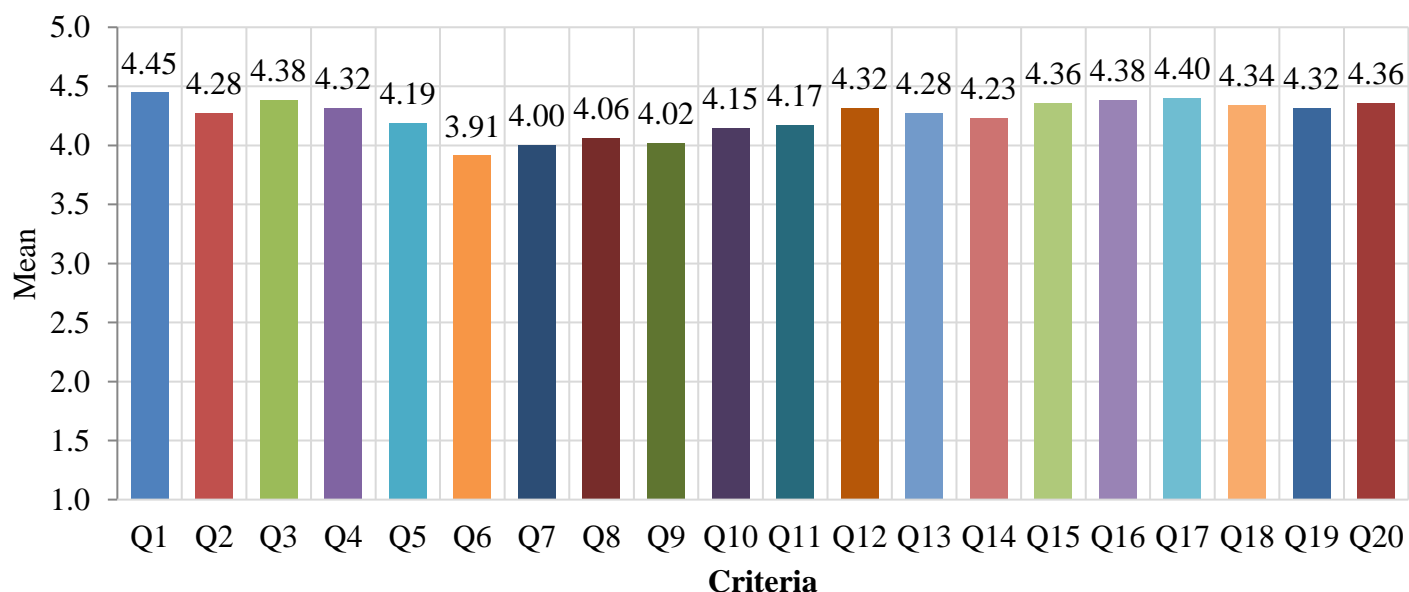
Criteria	Mean	S.D.
Physical Facilities and Infrastructure	3.43	1.27
Student Support Services	3.02	1.33
Effectiveness of Communication	3.66	1.09
Campus Environment Resources	3.29	1.23
Academic Related Inputs	3.48	1.16
Overall Students Satisfaction Level	3.25	1.27



IQAC Analysis Report
Analysis of Responses received from Employers

Q.No	How satisfied are you with the following	Mean	S.D
Q1	The image of the University as a premier institution of higher learning	4.45	0.90
Q2	The ability of the University to attract the best students	4.28	0.99
Q3	The course curriculum followed in the University	4.38	0.87
Q4	The relevance of the course offered by the University for recruiters	4.32	0.81
Q5	The effectiveness of course delivery for real life work environment	4.19	0.97
Q6	Institutional support provided for recruitment	3.91	1.25
Q7	Usefulness of students' internship / project work / skills for your organization	4.00	1.20
Q8	Responsiveness towards certificate verification / reference	4.06	1.07
Q9	Coordination of department / placement cell	4.02	1.21
Q10	Use of technology and workplace equipment	4.15	1.18
Q11	Matching of students' skill sets with job/tasks	4.17	1.05
Q12	Ability of our students to work without long handholding	4.32	0.89
Q13	Ability of our students to meet the performance standards/goals	4.28	0.95
Q14	Creative response of our students to workplace challenges	4.23	0.91
Q15	Commitment of our students to work given responsibility/task	4.36	0.82
Q16	Ability of our students to learn/improve on the job	4.38	0.77
Q17	Interpersonal skills of our students	4.40	0.85
Q18	Relationship of our students with subordinates and team members	4.34	0.84
Q19	Contribution of our students to a cordial work atmosphere	4.32	0.81
Q20	Ability of our students to take up extra responsibility and willingness to work beyond schedule	4.36	0.79

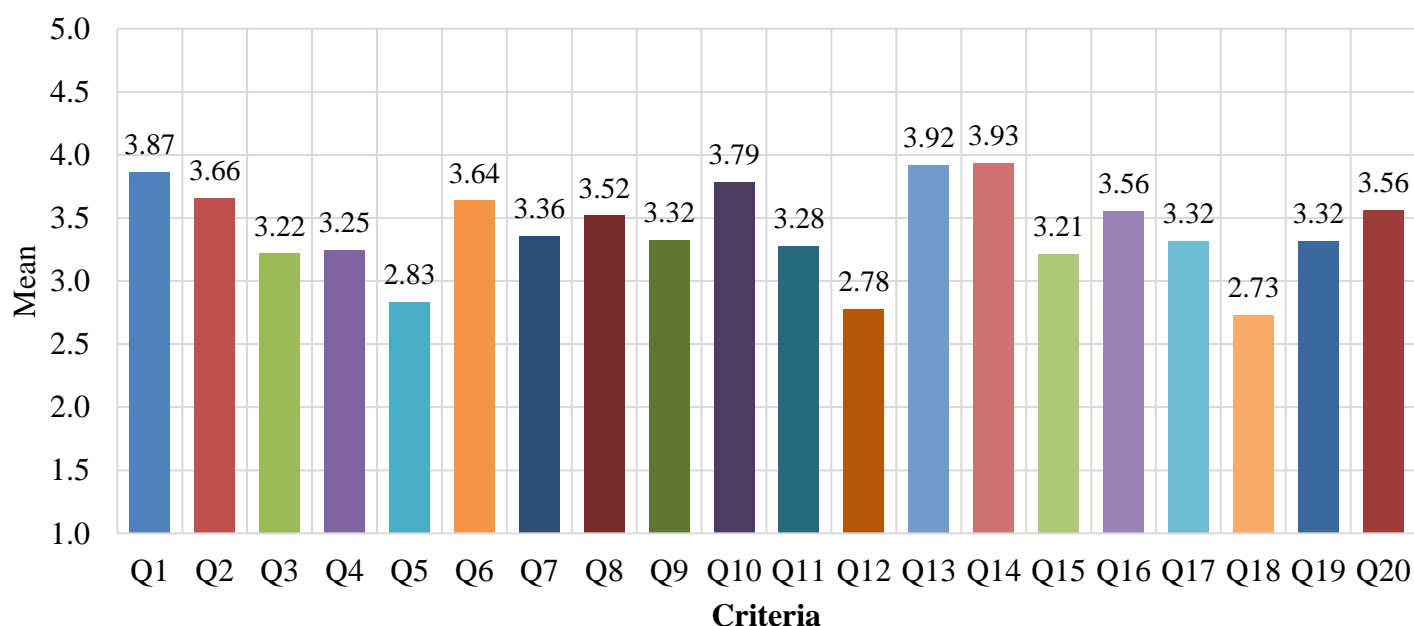
Response Distribution by Employers



Analysis of Responses received from Parents

S.No	Question	Criteria	Mean	S.D.
1	Q1	Ease of admission process.	3.87	1.02
2	Q2	Implementation of reservation policy in admissions.	3.66	1.03
3	Q3	Fee structure and other expenses.	3.22	1.27
4	Q4	Services and response from the administration.	3.25	1.23
5	Q5	Assistance for scholarships and stipends.	2.83	1.34
6	Q6	Quality of Teaching and learning in the Department.	3.64	1.17
7	Q7	Activities in the department for developing academic growth and research acumen.	3.36	1.26
8	Q8	Mentoring by and support from teachers.	3.52	1.23
9	Q9	Infrastructure/laboratory facilities in the department.	3.32	1.27
10	Q10	Library facilities.	3.79	1.14
11	Q11	Opportunities and support for participating in extra-curricular activities.	3.28	1.27
12	Q12	Career exposure and placement opportunities.	2.78	1.38
13	Q13	Anti-ragging and disciplinary measures in the campus.	3.92	1.11
14	Q14	Safety and security in the campus.	3.93	1.14
15	Q15	Hostel facilities	3.21	1.31
16	Q16	Quality of drinking water and cleanliness in the premises.	3.56	1.20
17	Q17	Basic shopping facilities inside the campus.	3.32	1.31
18	Q18	Quality of food provided in the hostel mess/cafeteria.	2.73	1.33
19	Q19	Facilities for physical activities—gym, play grounds, sports equipment, etc.	3.32	1.28
20	Q20	Overall academic and personality development of your ward after s/he joined Pondicherry University.	3.56	1.16

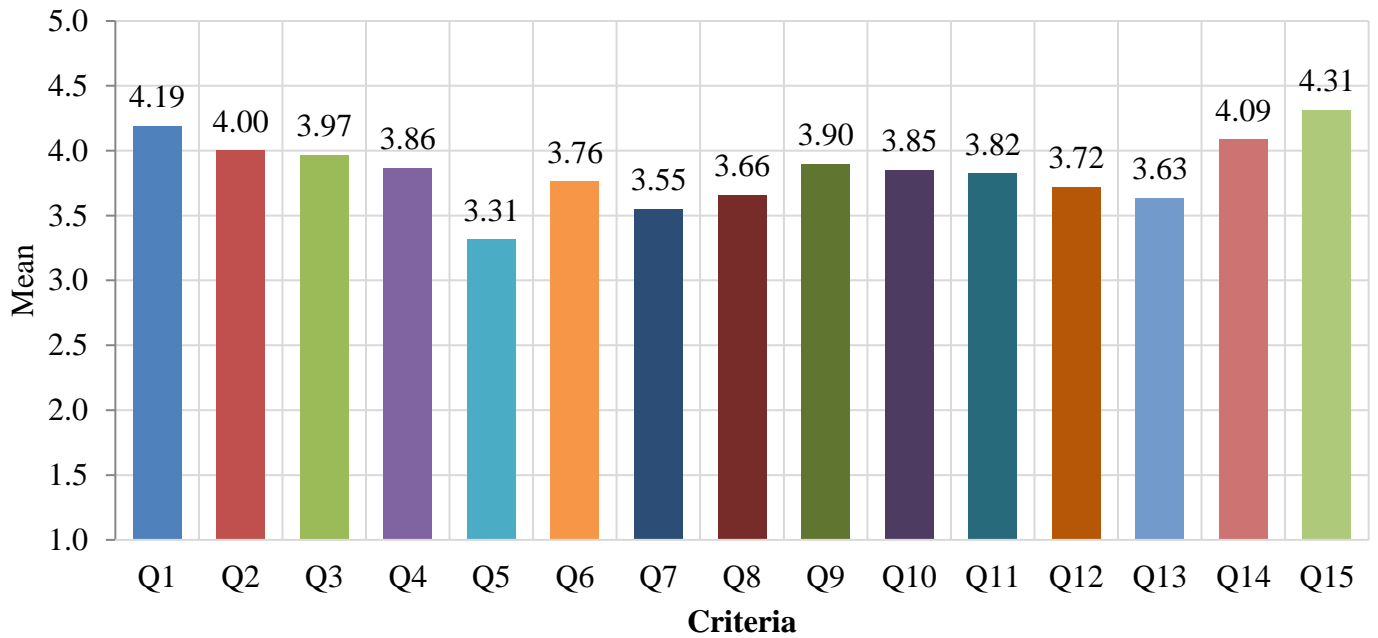
Response Distribution by Parents



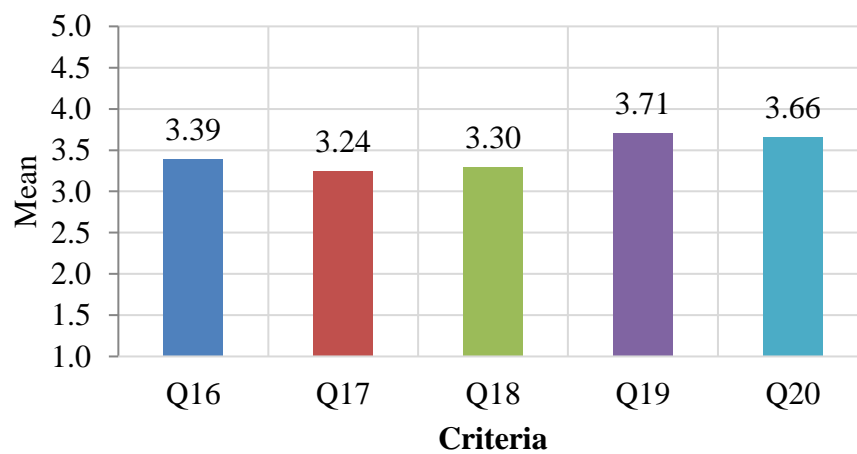
Analysis of Responses received from Alumni

Sl.No.	Access how the following criteria help in your current profession	Mean	S.D.
1	Relevance of the Degree.	4.19	0.91
2	The relevance of the curriculum.	4.00	1.00
3	The role of CBCS curriculum (soft core papers).	3.97	1.03
4	Scope for learning beyond the curriculum.	3.86	1.12
5	Exposure obtained on industry trends.	3.31	1.32
6	Knowledge obtained on contemporary topics / issues.	3.76	1.15
7	Hands on practical skills gained.	3.55	1.29
8	The usefulness of internship / project works undertaken.	3.66	1.27
9	The teaching methodology applied by faculty.	3.90	1.11
10	The assessment methods used by faculty.	3.85	1.10
11	The motivation and guidance provided by faculty for career prospects.	3.82	1.21
12	The mentoring of the faculty in personality development towards your profession.	3.72	1.25
13	Skills attributed by the Department towards professional edge over peers.	3.63	1.24
14	Library and E-resource facilities.	4.09	1.08
15	The role of diversity of students in the campus which helps you to handle diversity of stake holders.	4.31	0.93
Other Criteria			
16	Scope for Department Alumni professional exchanges.	3.39	1.25
17	The level of Department alumni connection.	3.24	1.30
18	Administrative support provided by the University.	3.30	1.31
19	The infrastructure and automation facilities provided in the university for your best academic progress.	3.71	1.18
20	Perception of the professional stake holders about the University.	3.66	1.12

Access how the following criteria help in your current profession



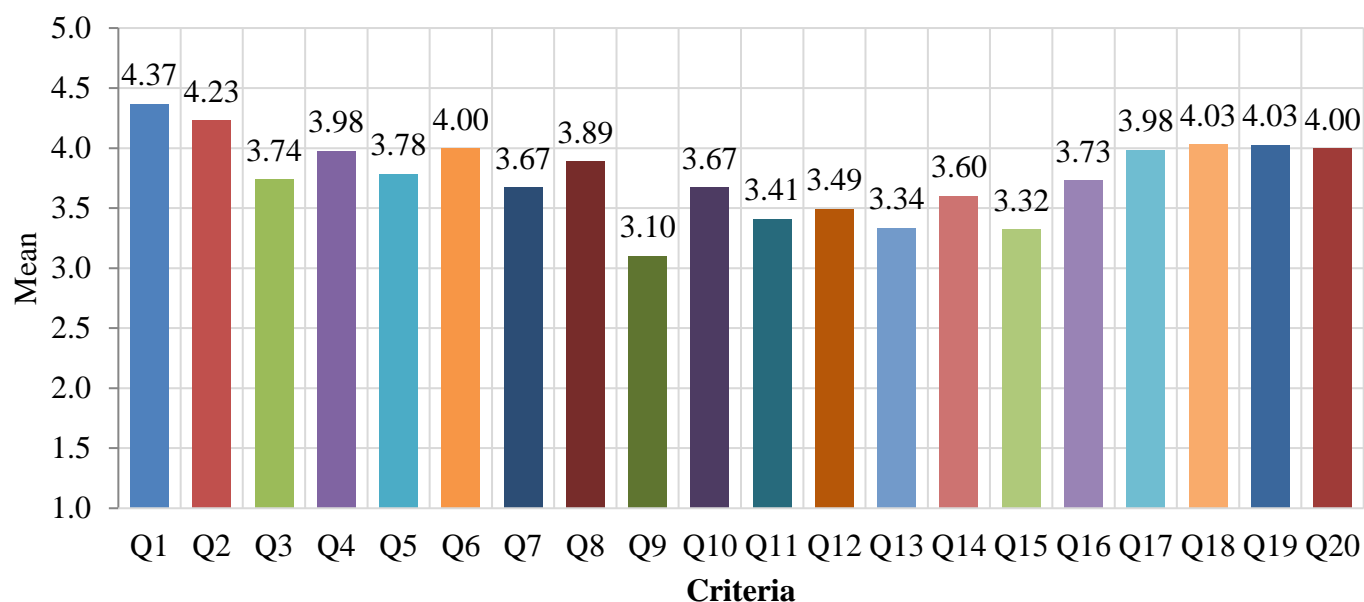
Alumni responses for Other Criteria



Analysis of Responses received from Faculty

S.No	Question	Criteria	Mean	S.D.
1	Q1	Freedom to adopt the teaching methodology and students' continuous assessment scheme.	4.37	0.80
2	Q2	Freedom to design new courses and to revise syllabi.	4.23	0.93
3	Q3	Classroom infrastructure such as projectors, audio-visual equipment etc.	3.74	1.13
4	Q4	Proper allocation of the teaching load in the Department.	3.98	1.02
5	Q5	Library support in providing recent books/journals/e-resources.	3.78	1.04
6	Q6	Freedom for collaborating with other institutions for research.	4.00	1.03
7	Q7	Opportunities to have inter-departmental academic exchanges.	3.67	1.11
8	Q8	Academic and research ambience in the Department.	3.89	1.06
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.	3.10	1.18
10	Q10	Support from the University administration for academic activities.	3.67	1.16
11	Q11	Administrative support for carrying out purchase and procurement related to extra-mural funded projects.	3.41	1.12
12	Q12	Promptness in implementing the career advancement scheme.	3.49	1.21
13	Q13	Grievance redressal mechanism.	3.34	1.23
14	Q14	Freedom to participate in the faculty welfare association.	3.60	1.15
15	Q15	Campus amenities such as staff quarters, day care centre, health centre, cafeteria, gymnasium.	3.32	1.21
16	Q16	Facilities for the differently abled faculty members.	3.73	1.04
17	Q17	Socio-cultural-regional diversity of the faculty members.	3.98	1.07
18	Q18	Gender equality in the campus.	4.03	1.02
19	Q19	Implementation of reservation policy in the faculty recruitment.	4.03	0.98
20	Q20	Overall ambience of the University Campus.	4.00	1.00

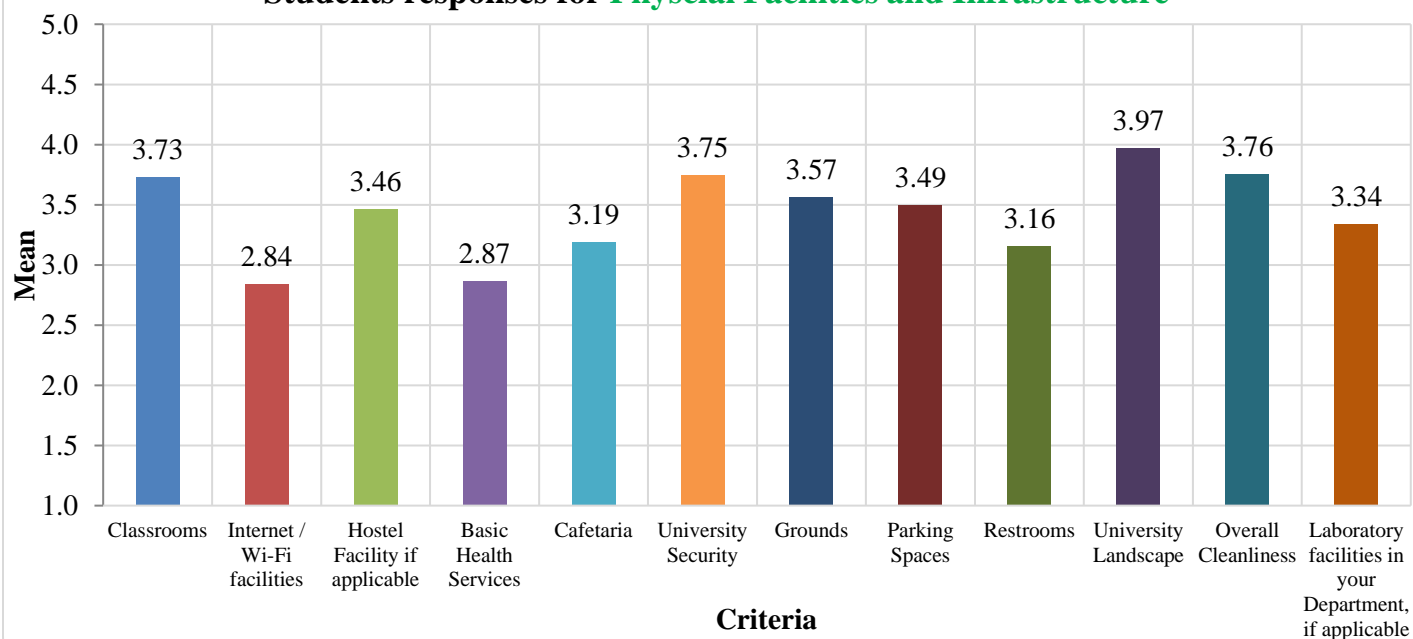
Response Distribution by Faculty



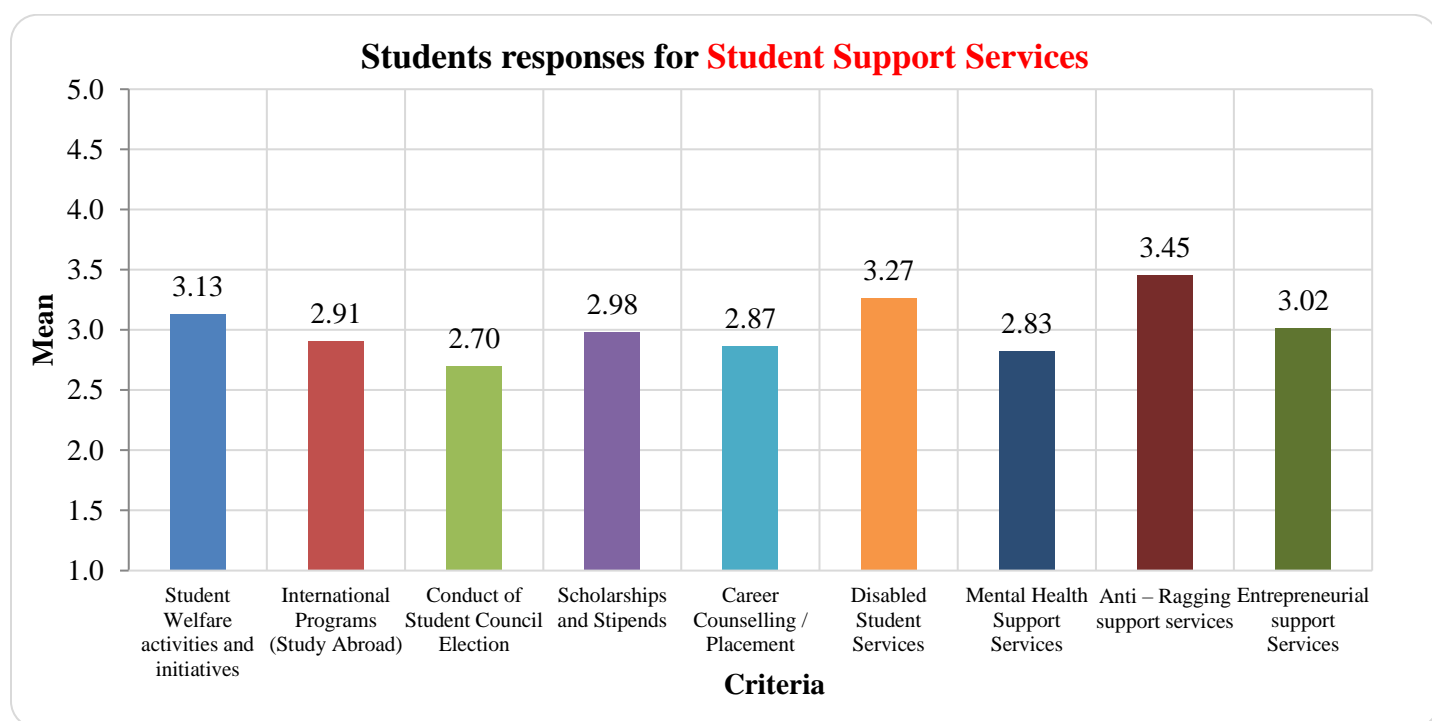
Analysis of Responses received from Students

S.No	Physical Facilities and Infrastructure	Mean	S.D.
1	Classrooms	3.73	1.14
2	Internet / Wi-Fi facilities	2.84	1.39
3	Hostel Facility if applicable	3.46	1.13
4	Basic Health Services	2.87	1.33
5	Cafeteria	3.19	1.24
6	University Security	3.75	1.18
7	Grounds	3.57	1.21
8	Parking Spaces	3.49	1.22
9	Restrooms	3.16	1.28
10	University Landscape	3.97	1.06
11	Overall Cleanliness	3.76	1.09
12	Laboratory facilities in your department, if applicable	3.34	1.30

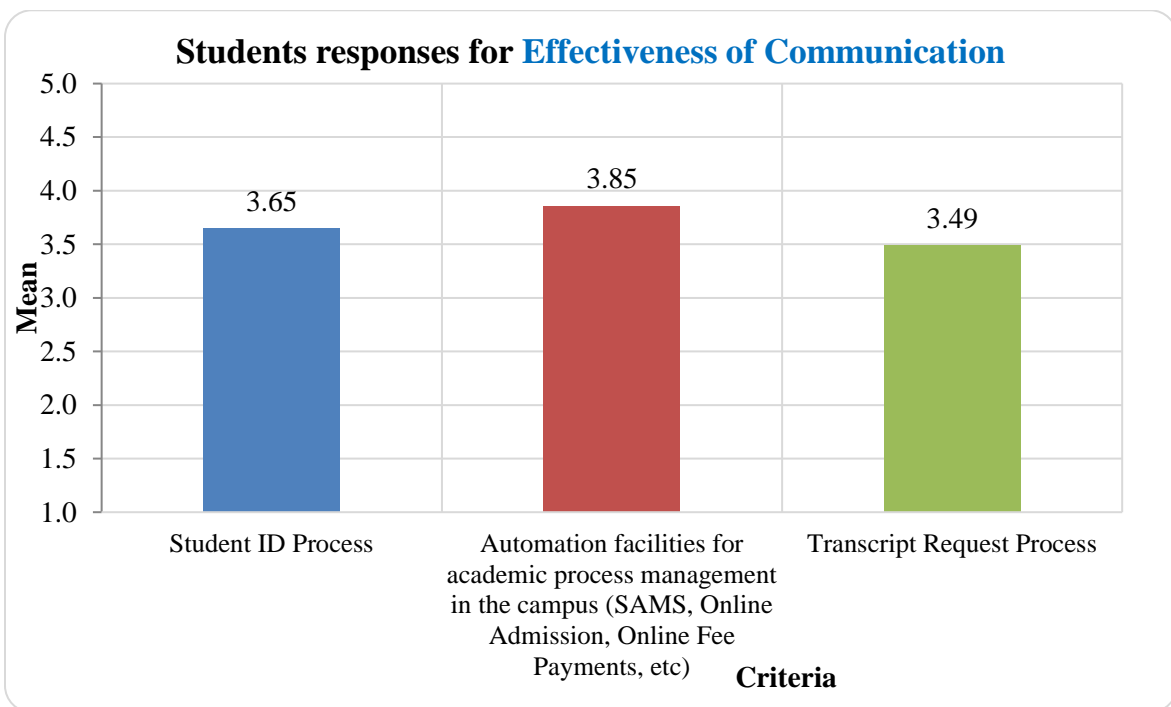
Students responses for Physical Facilities and Infrastructure



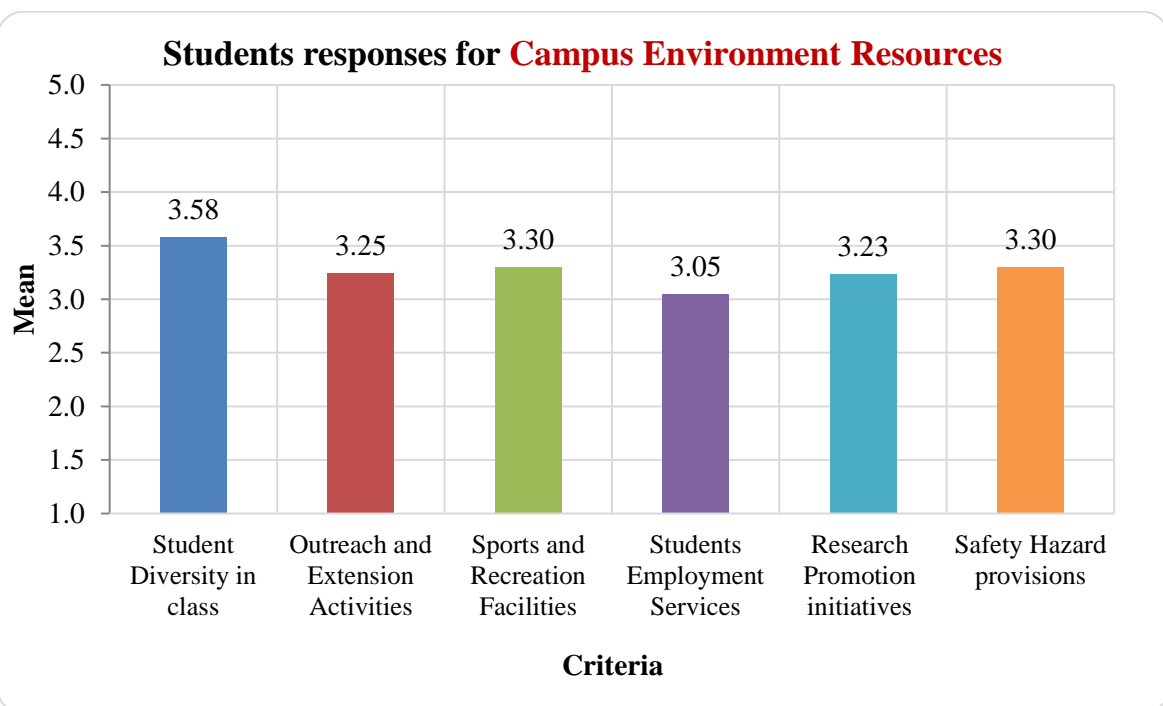
S.No	Student Support Services	Mean	S.D.
1	Student Welfare activities and initiatives	3.13	1.26
2	International Programs (Study Abroad)	2.91	1.34
3	Conduct of Student Council Election	2.70	1.39
4	Scholarships and Stipends	2.98	1.30
5	Career Counselling / Placement	2.87	1.38
6	Disabled Student Services	3.27	1.22
7	Mental Health Support Services	2.83	1.36
8	Anti – Ragging support services	3.45	1.22
9	Entrepreneurial support Services	3.02	1.31



Effectiveness of Communication	Mean	S.D.
Student ID Process	3.65	1.10
Automation facilities for academic process management in the campus (SAMS, Online Admission, Online Fee Payments, etc)	3.85	1.05
Transcript Request Process	3.49	1.09

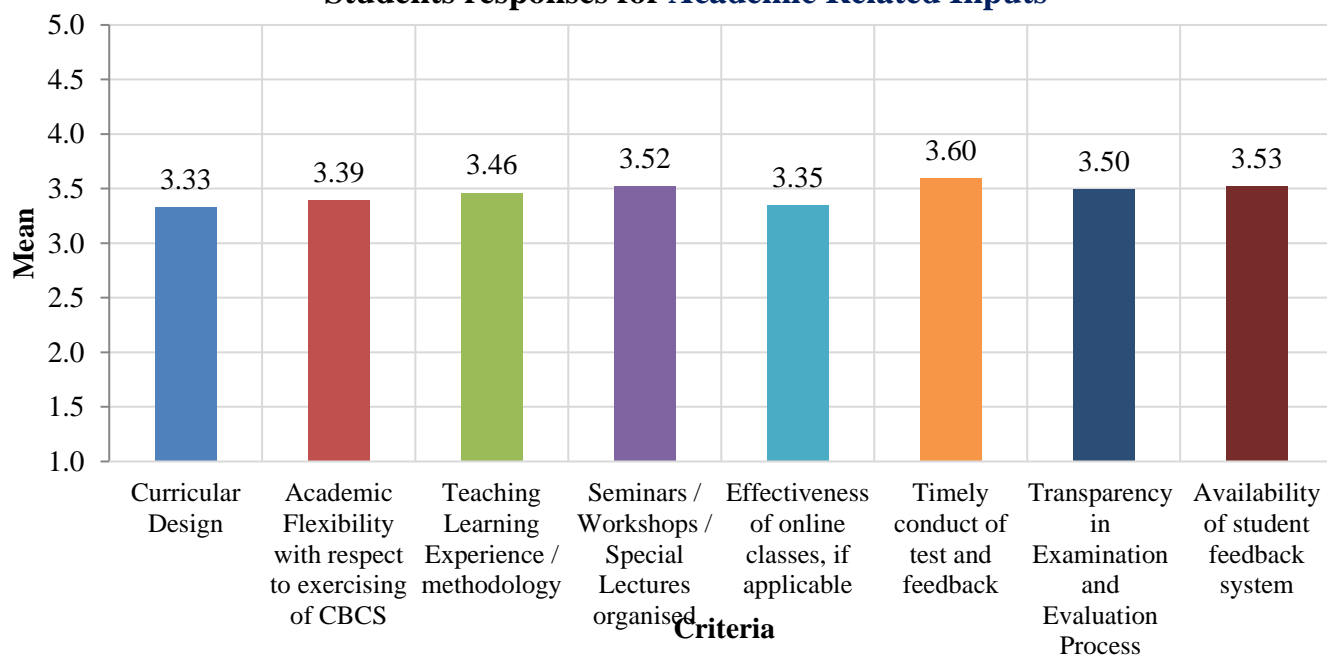


Campus Environment Resources	Mean	S.D.
Student Diversity in class	3.58	1.12
Outreach and Extension Activities	3.25	1.22
Sports and Recreation Facilities	3.30	1.23
Students Employment Services	3.05	1.29
Research Promotion initiatives	3.23	1.23
Safety Hazard provisions	3.30	1.20



Academic Related Inputs	Mean	S.D.
Curricular Design	3.33	1.17
Academic Flexibility with respect to exercising of CBCS	3.39	1.14
Teaching Learning Experience / methodology	3.46	1.13
Seminars / Workshops / Special Lectures organised	3.52	1.15
Effectiveness of online classes, if applicable	3.35	1.23
Timely conduct of test and feedback	3.60	1.11
Transparency in Examination and Evaluation Process	3.50	1.20
Availability of student feedback system	3.53	1.19

Students responses for Academic Related Inputs



Overall Students Satisfaction Level	Mean	S.D.
The University takes active interest in promoting internship, student exchange, field visit opportunities for students.	3.12	1.33
Response of the University towards unprecedented emergencies crisis such as COVID – 19, cyclone etc.	3.30	1.21
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.	3.27	1.27
I have access to adequate training to support in my research and career.	3.30	1.25

Students responses for Overall Students Satisfaction Level

