



SELF STUDY REPORT

FOR

5th CYCLE OF ACCREDITATION

PONDICHERRY UNIVERSITY

**R. VENKATARAMAN NAGAR PONDICHERRY UNIVERSITY KALAPET
605014**

<https://www.pondiuni.edu.in/programs-all-campuses/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Pondicherry University is a Central University established by an Act of Parliament in October 1985. The University is located at Kalapet, 10 kms from the town of Puducherry, in a serene and beautiful campus of 800 acres adjoining the scenic Bay of Bengal. It is an affiliating Central University with a jurisdiction spread over the Union Territory of Puducherry, Lakshwadeep and Andaman and Nicobar Islands, and has satellite campuses at Karaikal and Port Blair. The University's objectives are to disseminate and advance knowledge by offering teaching and research facilities, to make provisions for studies in French and integrated courses in Humanities and the Sciences, and to promote interdisciplinary studies and research. The University's motto is 'Vers la lumière' meaning 'towards the light'.

University has 15 schools, 41 departments, 9 centres, 3 chairs, 2 constituent colleges, 2 satellite campuses offering 36 Undergraduate, 87 Post Graduate, 57 Ph.D. and 02 Post Graduate Diploma programmes and operates 117 affiliating institutions. University has implemented National Education Policy from the academic year 2023-24 with 09 UG programmes & from 2024-25, university introduced 26 UG programmes. Students from all over the country and overseas are on roll creating a student diversity, cultural, regional distinctiveness. Currently, there are 406 with 271 male and 135 female faculty members and 464 non-teaching staff, of which 353 are males and 111 are females. University departments also have 04 DST – FIST projects, 08 UGC – SAP Programmes and 06 MHRD – SPARC projects. University has signed 99 MoUs, of these 46 are at National and 53 at international level. The research strength of the university reflects in its volumes of publications counting to 6176 research publications with h – index of 139 and citation index of 16.37. The Pondicherry University Central Library established in 1986, it has transformed into a Knowledge Resource Centre catering the needs of students and faculty.

UGC MMTTC was established in 1987 and total 16 orientation programmes, 47 refresher programmes, 28 short-term/workshops were successfully conducted. For working professionals University has a dedicated Directorate of Distance Education which offers 08 UG programmes and 12 Professional programmes.

Vision

Societal transformation through progressive education, impactful research and continuous innovation for Sustainable growth.

Mission

1. Fostering excellence in education, innovation and entrepreneurship to create change agents for inclusive growth.
2. Encouraging inter-disciplinary studies and research to embrace the changing dimensions of the society and industry.
3. Providing academic and research facilities with ambience that conform to global benchmarks.

4. Partnering with national and international institutions for leveraging synergies.
5. Engaging communities through extension activities for neighbourhood development.
6. Supporting policy development and practices through continuous engagement with stakeholders.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. University has vast lush-green campus spread around 800 acres which support further development in terms of building infrastructure for academics and research.
2. The cultural heritage of Puducherry, its historic and contemporary importance that attracts faculty and students from all over the country.
3. Well-equipped Central Instrumentation Facility which supports to carry out cutting-edge research, innovations and training.
4. All the amenities are facilitated with high-speed internet connectivity.
5. High number of MoUs with national and international institutions/industries for students/faculty that helps in having better academia cum research collaborations.
6. Along with the academic experts, Industry people are part of curriculum framework, that builds the course structure to meet the currents trends and demand.
7. Stronger affiliation wing, that monitors the functioning of 117 affiliating institutions in and around the Union Territory of Pondicherry.
8. Measures towards sustainable campus are widely implemented through Office of Green Campus and IQAC, and secured Green Audit Certificate that covers Waste, Water, Energy, Environment and Solid waste management, Gender audit for gender equity and Accessibility audit for Persons with Benchmark Disability.
9. World class fully automated library serves as a major source of learning and research for all the stakeholders including differently abled students and faculty.
10. Almost all the faculty are Ph.D. degree holders and recognized guides; High H-index (139) and high citation index of 16.39; good number of faculty with national and international awards; low attrition of faculty.
11. SAMS and RAMS are unique in-house software applications that are developed for academic purposes for students and scholars.
12. University secured 8th place in IIRF and 3rd place in Outlook i-care, student prefer Pondicherry University as their academic destination.

Institutional Weakness

1. Minimal endowment funds and consultancies
2. Revenue generation through commercialization from patents.
3. Need for strategy policy documentation for Internationalization.
4. Regular maintenance of buildings, landscapes and bio-diversity.
5. Strengthening Alumni involvement and coordination for fundraising.
6. More industry links for internships/placements and academic enrichment.
7. More focus on extension and outreach activities in the neighbouring community.

Institutional Opportunity

1. Strengthening Alumni Engagement with greater involvement of alumni that opens up increased support, networking opportunities, and financial contributions to the university.
2. Expanding international collaborations to build strong academic network, quality research and innovations.
3. Increasing the advanced research facilities in the departments/centres and Central Instrumentation Facility.
4. Support for commercializing patents through industry collaborations.
5. Automation of governance through e-office.
6. Strengthening entrepreneurship through incubation centres.
7. More online interdisciplinary programmes through CEC, MOOCS/SWAYAM

Institutional Challenge

1. Timely auditing and policy implementation on the issues of global importance.
2. Attracting international faculty and increasing the number of international students
3. Full-fledged e-governance system
4. Attracting more CSR funds towards institutional development in academia & research.
5. Maintenance of vast campus and also preserving the bio-diversity and landscapes.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. The University offers a wide range of 36 UG, 87 PG and 57 Ph.D. programmes in Social Sciences, Arts, Humanities, Sciences, Engineering and Management under the Choice Based Credit System (CBCS) and the National Education Policy (NEP), designed with comprehensive Programme Outcomes (POs) and Course Outcomes (COs) for each programme/course.
 2. This structured syllabus encompasses core values, skill-based courses, and value-added components essential for holistic education.
 3. The dynamic nature of modern education system is reflected in the regular introduction of new courses, aimed at equipping students with the skills needed to meet current and emerging industry demands.
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1. Average students' enrolment in the last five year is 7577.
 2. New courses introduced are 276.
 3. Average outgoing students are 3064.
 4. On an average 199 value added courses were introduced in the curricula.
 5. All faculty members are Ph.D. holders with a teaching average experience of 23 years.
 6. In addition to core courses, the University offers a selection of elective (soft/minor) courses across various disciplines, enabling students from sister departments to enhance their skill sets and increase their employability.
 7. These electives provide students with the flexibility to meet their specific career goals. Furthermore, the University encourages students to enrol in courses offered through SWAYAM platform which facilitates them to have expert interactions and broadens learning horizons.
 8. Field projects/ summer internships/research internships/dissertations with reputed institutions,

industries, government agencies, and NGOs are integral parts of the curriculum, ensuring that students gain practical experience and apply theoretical knowledge in real-world scenarios for better hands-on experience.

9. To maintain and enhance the quality of education, the University has established a robust feedback mechanism. This system collects input from students, alumni, employers, parents and academic peers to evaluate and improve in learning process, revising the curriculum to the current needs, opportunities for internships and placements, interaction with experts, and many more.
10. Besides regular academics, University reaches working professionals through its Distance Education by offering professional programmes. These programmes are prepared in line with ICT enabled teaching learning process and also supports the students with its course materials prepared by domain experts.

Teaching-learning and Evaluation

1. The University maintains a structured framework for teaching, learning, and evaluation, focusing on inclusivity and quality. Student enrollment is carefully monitored to ensure representation across reservation categories, reflecting the institution's commitment to student diversity. University maintains a balanced student-teacher ratio and provides good interactions in both academic and mental health.
2. Learning methods are increasingly student-centric, incorporating ICT-enabled tools, participatory techniques, and online platforms, fostering an engaging and dynamic educational environment. Faculty advisors/Mentor-Mentee play a pivotal role, offering academic guidance and addressing students' psychological needs.
3. To streamline academic processes and enhance administrative efficiency-cum-transparency, Pondicherry University has developed SAMS and RAMS. These in-house online platforms comprehensively create a convenient environment from registration to completion of programmes.
4. The implementation of CBCS, coupled with initiatives like SWAYAM courses and robust academic management systems (SAMS and RAMS), underscores Pondicherry University's commitment to academic excellence, innovation, and student-centric learning which enable to declare the results in an average of 8 days. The University offers NEP-UG programmes covering Arts, Humanities, Science, Engineering and Management disciplines. The university continuously monitors and keep track of credit transfers through ABC portal.
5. Self-learning materials, including digitalized resources, are continually developed to support autonomous learning. Students get benefitted by the teachers who have vast experience in respective disciplines and university ensures that the faculty holds PhD degree and their appointments are made judiciously against sanctioned posts.
6. A streamlined evaluation process ensures that results are declared promptly, maintaining academic timelines. Additionally, a system is in place to efficiently address and resolve any student grievances related to academics/evaluations. Outcome-Based Education focuses on measurable student performance outcomes, aligning with the University's commitment to academic excellence.
7. The Directorate of Distance Education (DDE) programmes see growing enrolment. DDE has a thorough system of developing learning materials by involving domain experts from Pondicherry University as well as other reputed institutions. Personal Contact Programs for the learners are arranged using ICT enabled facilities by respective academic counsellors and Program Coordinators. The study learning materials are digitalised and made available to the learners. DDE has a streamlined way of assessing the student's performance by means of internal assessment, assignments and end semester examination.

Research, Innovations and Extension

1. The University has established the Research and Development cell for promoting faculty to apply for research grants and operate the grants received by UGC, DST – PURSE, ICSSR, ICMR, DRDO, MoES, BRNS, MoEF&CC, SPARC, MoE-STARS, European Union etc. Pertinent facilities relating to the areas of solid-state physics, solid-state chemistry, nanotechnology, thin films, material characterization, genomics, AI, agriculture, fisheries, climatic changes etc., are already available at the University to be accessed by the schools, external research centres open up exciting possibilities to do cutting-edge research.
2. Research and Development cell facilitates researchers, research scholars, beginning from applying for research grants/fellowships, execution of projects, procurement of necessary equipment, UC and SE preparations. Besides this, R&D Cell also extends its support for consultancy works, patents, IPR and technology transfers and commercialization of Inventions. Over the past 5 years around 252 research projects generating an amount of 82.4 crores and 128 consultancy projects. 914 Ph.D.'s degrees are Awarded
3. Around 124 patents have been granted. Monthly fellowship claims for the JRF/SRF/PDF/RA under various schemes of the fellowship (NET-JRF, NFSC, NFST, NFOBC, NFPWD, KOTHARI, SJSJC etc.) are being processed through respective online portal. Around 252 awards have been received by the Students, research scholars and faculty.
4. Around 1062 books were published by faculty with national and international publishers. University has successfully conducted 463 extension and outreach activities in the neighbouring community involving 35000+ students.
5. University has 126 MoUs to its credit through these MoUs students and faculty exchange are carried out notably more than 45 students have visited 10+ foreign universities.
6. Institution encourages its teachers by providing the seed money grant to conduct innovative research projects and explore new ideas through this 116 faculties were granted amounting to 1.87 crores.
7. The University integrates Research Publication Ethics and Research Methodology into its programs, supported by Doctoral Committees (DC) and plagiarism check ensures high research values infused to the scholars.
8. Institutional Ethics Committees oversee the ethical conduct of research involving animals, humans, chemicals, and biological materials, ensuring compliance with established standards. Patents, consultancy projects, and numerous research publications, including PhD awards and books, showcase the institution's scholarly output.

Infrastructure and Learning Resources

1. The University is dedicated in delivering a well-rounded educational experience by investing in both infrastructure and learning resources. Classrooms are equipped with ICT facilities and smart boards, create interactive and dynamic environments that encourage active-cum-participative learning. In addition to academics, the University emphasizes the importance of well-being by providing dedicated facilities for yoga, various sports, and a well-equipped gym, ensuring that students and staff can pursue a healthy and balanced lifestyle.
2. Substantial funding is consistently allocated for the development and improvement of campus infrastructure. The University's integrated library management system which works 24x7 and provides extensive access to 5,91,000 digital resources such as 3,40,000 e-journals, e-books, and online subscriptions, ensuring that both students and faculty have the most up-to-date research materials readily available.
3. This access underpins the University's commitment to academic excellence and research. Along with this, the university library has a dedicated Louis Braille centre and assisted devices for persons with

benchmark disabilities. High speed internet access is provided with 1 gbps and has giga-bit switched infrastructure approximately covering 31 kms of OFC and university is connected with National Knowledge Network.

4. The University's IT infrastructure is equally robust, featuring high-speed internet to facilitate smooth online activities and virtual learning. To further enhance learning and research, the University invests in specialized facilities for e-content development, such as the Educational Multimedia Research Centre (EMMRC), and key research support spaces like the Central Instrumentation Facility (CIF), Central Maintenance workshop and an Animal house for scientific-cum-experimental research.
5. Cultural life on campus is also enriched by venues dedicated to arts and performances. The University has Standard Operating procedures and well-defined teams and committees to constantly monitoring the functioning of each and every event.
6. For students enrolled in the Directorate of Distance Education (DDE), ICT-enabled facilities significantly enhance the remote learning experience. By incorporating cutting-edge technology, the University ensures that high-quality education is accessible to all students, regardless of their location. This integrated approach combining both physical and digital resources enables enhanced support for academic achievement and extracurricular engagement, ensuring academic richness, fulfilling university experience for the entire campus community.

Student Support and Progression

1. The University is committed in promoting student development through a variety of initiatives that encourage both academic and personal growth. To ensure that financial barriers do not impede education, the University offers scholarships and freeships that cater to the needs of deserving students, making education accessible to all and around 16299 students were benefitted.
2. These financial aids reflect the University's dedication to inclusivity and equal opportunity for every student. Career counselling and guidance for competitive exams are key components of the University's support system. These services include counselling sessions, and access to resources that help students prepare for their future careers.
3. By equipping students with the knowledge and skills needed for competitive examinations, the University ensures that they are well-prepared for professional growth and success. Skill enhancement programs are also prioritized, focusing on the development of soft skills, life skills, and language proficiency. These initiatives ensure that students are well-rounded, confident, and capable of meeting the demands of the professional world.
4. To maintain a safe and supportive environment, the University has established strong grievance redressal mechanisms, including committees dedicated to addressing issues such as sexual harassment and anti-ragging. The Student Council plays a vital role in fostering alumni engagement, encouraging graduates to contribute to the University's growth.
5. The University places a strong emphasis on placements and around 7462 students were placed, post PG, around 3034 students have taken up higher education, 4183 students were qualified for SLET, NET, GATE and UPSC examinations. Additionally, the University recognizes student achievements in academics, sports, and cultural activities, promoting a culture of excellence.
6. Around Rs. 36,63,300/- was generated through Alumni Association Fund.
7. University has organized 94 Academic fests, 104 cultural competitions/events, 11 sports competitions/events, 59 Technical fests and 29 competitions in Hindi, paintings and Matribasha Diwas.
8. For students enrolled in Directorate of Distance Education (DDE), the University is committed to providing prompt responses to queries, ensuring that remote learners receive the same level of support as on-campus students.

Governance, Leadership and Management

1. The Vision, Mission and Core Values of Pondicherry University aims to maintain and enhance its excellence as one of the premier institutions of higher learning. In University's core values, importance is on multifaceted dimensions covering equity, empowerment and excellence; ethical and moral standards; inculcating creativity and continuous innovation; academic freedom; dignity and equal opportunity and inclusive growth and sustainable development of the society.
2. For better institutional growth, university set ups committees that can create institutional development plans that strategically covers all sectors of university. The university has implemented policies that support ethical research and inculcate best practices for collaboration at national and global levels to improve professional, sustainable, and administrative growth.
3. University has a dedicated computer centre that is central source for all IT operations related to all stakeholders. Through this centre, various governance facilities such as Finance Management System, Leave Management System, Pension Management system, Academic & Technical facilities like SAMS, RAMS and SAMARTH, Students life cycle are made functional for students, scholars, faculty, staff, and administration.
4. The university also provides funding required for its faculties to be represented in academic venues such as workshops, conferences, seminars etc., By conducting extension and co-curricular activities, university mobilizes funds through various government and non-government organizations under CSR and in-kind contributions.
5. The institution undertakes both internal and external financial audits on a regular basis to maintain an appropriate audited system. The internal and external Academic and Administrative audit were effectively performed by the IQAC, assisting the university in identifying its strengths, weaknesses challenges, and opportunities for improvement.
6. IQAC also organized sensitization programmes to faculty, students on curriculum enrichment, rankings, sustainable goals etc., IQAC projects the university on a global level by participating in various national and international ranking frameworks such as NIRF, Times Higher Education Impact Rankings, QS World University Rankings, QS Sustainable Rankings, Indian Institutional Ranking Framework.
7. Further, to make university progress in multifaceted way, IQAC conducts regular meetings, audits on Green, Water, Waste and Energy, Gender, Sophisticated Equipment and audit for Accessibility.

Institutional Values and Best Practices

1. University has certain good practices of conducting audits for various stakeholders and also for improving the sustainable practices, such as Gender audit: to maintain balance and harmony in quality education, gender diversity, opportunities, redressal mechanisms etc.,
2. As a part of sustainable growth, university ensures certain measures like waste water management through sewage treatment plan, which is first of its kind in the higher educational institutions, Energy resources by implanting the 2.4 MW solar grid that supports university's major electricity for academic and administrative buildings.
3. Common passages leading to various academic and administrative buildings are fixed with LED bulbs. University has a dedicated office for Green Campus, which takes care of all sustainable activities including solid waste, bio-waste, ban of single use plastic etc.,
4. The academic and administrative buildings are equipped with ramps, railings, and lifts to ensure accessibility for persons with disabilities. The university has successfully completed the internal accessibility audit and is actively implementing necessary measures to enhance support for people with

disabilities.

5. These improvements are part of an ongoing commitment in creating an inclusive environment for everyone on campus. Along with these facilities, e-battery vehicle is made functional to the students to commute from one place to another. Charging points provision are created at various locations of the university premises in order to facilitate the stakeholders who commute with their e-vehicles.
6. The horticulture wing in coordination with green campus office takes care of the green landscapes and maintenance of pathways across the academic and administrative buildings.
7. A dedicated student's service center is in place which takes care of all student related activities and grievances. Through this center and in conjunction with cultural wing, various recreational activities inclusive of cultural-cum-social diversity are being organized on frequent intervals for students, faculty and staff.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	PONDICHERRY UNIVERSITY
Address	R. VENKATARAMAN NAGAR PONDICHERRY UNIVERSITY KALAPET
City	Puducherry
State	Puducherry
Pin	605014
Website	https://www.pondiuni.edu.in/programs-all-campuses/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor (in-charge)	K. Tharanikkarasu	0413-2655179	9487609603	0413-2655033	iqac@pondiuni.edu.in
IQAC / CIQA coordinator	K. Tharanikkarasu	413-2654202	9894246406	0413-2655033	iqac@pondiuni.edu.in

Nature of University	
Nature of University	Central University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	16-10-1985
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	16-10-1985	View Document
12B of UGC	16-10-1985	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.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	R. VEN KATAR AMAN NAGAR PONDICHERRY UNIVERSITY KALAPET	Urban	786	159041	One Hundred and Thirty Six		
Off Campus	Pondicherry University Community College Lawspet Puducherry - 605 008.	Urban	4.942	1342	Seventeen	16-10-1995	05-12-2008
Off Campus	Pondicherry University Community	Urban	0.01	461.51	Zero One	01-09-2014	01-10-2014

	<i>College Cemetery Road Near Sp Office Mahe - 673 310.</i>						
<i>Off Campus</i>	<i>Pondicherry University Karaikal Campus Bharathiyar Road, Karaikal - 605 609</i>	<i>Urban</i>	<i>5</i>	<i>8000</i>	<i>Seven</i>	<i>12-10-2007</i>	<i>05-12-2008</i>
<i>Off Campus</i>	<i>Pondicherry University Port Blair Campus Junglighat, Port Blair, Andaman And Nicobar Islands - 744 112.</i>	<i>Rural</i>	<i>12.5</i>	<i>10500</i>	<i>Five</i>	<i>01-07-2000</i>	<i>02-06-2003</i>

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	0	3	3
Education/Teachers Training	0	25	25
Arts/Humanities/Social Sciences	5	25	30
Agriculture and Allied Disciplines	0	2	2
Fine Arts/Performance Arts/Visual Arts/Applied Arts	0	1	1
Engineering/Technology/Architecture/Design	0	18	18
Medicine & Surgery/Ayurveda/Unani/Homoeopathy/Health & Allied Sciences/Paramedical/Sciences	1	26	27
General	1	10	11

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	2
Affiliated Colleges	117
Colleges Under 2(f)	19
Colleges Under 2(f) and 12B	41
NAAC Accredited Colleges	33
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	3
Colleges with Postgraduate Departments	41
Colleges with Research Departments	13
University Recognized Research Institutes/Centers	12

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes
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SRA program	Document
AICTE	100010_4735_1_1719474330.pdf
NCTE	100010_690_4.pdf
NCTE	100010_4735_4_1719471827.pdf
DEB-UGC	100010_4735_21_1718686234.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	67				147				288			
Recruited	25	9	0	34	86	26	0	112	168	96	0	264
Yet to Recruit	33				35				24			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				715
Recruited	309	97	0	406
Yet to Recruit				309
On Contract	44	14	0	58

Technical Staff				
	Male	Female	Others	Total
Sanctioned				118
Recruited	58	10	0	68
Yet to Recruit				50
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	2	0	0	0	0	0	0	0	0	2
Ph.D.	123	48	0	72	31	0	70	56	0	400
M.Phil.	0	0	0	1	0	0	0	0	0	1
PG	0	0	0	0	0	0	5	0	0	5
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	7	13	0	20
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	10	5	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	4	0	0	4
Visiting Professor	1	0	0	1

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Escande Chair in Asian Christian Studies	Escande Chair in Asian Christian Studies	The Archdiocese of Pondicherry and Cuddalore
2	Subramania Bharathi School of Tamil Language and Literature	Shri Subramania Bharathi Chair	UGC
3	School of Social Sciences and International Studies	Aurobindo Chair	UGC

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	966	822	0	0	1788
	Female	636	647	0	0	1283
	Others	0	0	0	0	0
PG	Male	1305	7605	0	0	8910
	Female	1500	6804	0	0	8304
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	2	5	0	0	7
	Female	1	4	0	0	5
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	64	246	0	2	312
	Female	73	241	0	2	316
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	10

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	25	104	0	0	129
Female	24	124	0	0	148
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	16-10-1987
Number of UGC Orientation Programmes	16
Number of UGC Refresher Course	48
Number of University's own Programmes	28
Total Number of Programmes Conducted (last five years)	92

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
Four Star	72.65			Peer Team Report 29.04.1999.pdf
Cycle 2	Accreditation			
B++	83.5			Peer Team Report 17.10.2006.pdf
Cycle 3	Accreditation			
A	3.15			Peer Team Report 30.11.2011.pdf
A	3.10			
Cycle 4	Accreditation	3		View Document

Provide the Following Students Details

Total Number of Students in Distance Learning	15594
Total Number of General Students in Institution	12468

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	A multidisciplinary approach is a cornerstone of the National Education Policy (NEP) 2020, aiming to create a more holistic, flexible, and integrated learning environment in universities. This approach encourages students to engage with courses from various disciplines, enhancing their critical thinking, creativity, and problem-solving abilities. NEP seeks to dismantle the traditional boundaries between fields
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	<p>like arts, science, humanities, and management, nurturing an interconnected educational experience that better equips students to handle real-world challenges. In order to implement this model, Pondicherry University has introduced NEP from 2023-24 academic year with 09 programmes and 26 programmes in the 2024-25 academic year by reframing the curricula to offer a broader range of courses and provide opportunities for students to explore diverse areas of study. Faculty development is key to ensure that educators can teach in an interdisciplinary context. Collaboration between departments are also essential to support cross-disciplinary research and projects. In this direction, faculty are encouraged to go for interdisciplinary / multidisciplinary approaches to carry out internships/dissertations and research projects. In terms of preparedness, Pondicherry University has established flexible credit systems, embraced online and blended learning, and has built strong partnerships with industry and research organizations for internship opportunities during 2nd and 4th Semesters. By focusing on both specialization and interdisciplinary learning, Pondicherry University offer students a well-rounded education aligned with NEP's vision of lifelong learning and skill development.</p>
2. Academic bank of credits (ABC):	<p>The Academic Bank of Credits (ABC) is a pivotal initiative introduced under National Education Policy (NEP) 2020, aiming at increasing flexibility and enhancing student mobility within higher education. It functions as a digital platform where students can accumulate and store academic credits earned from recognized institutions. These credits can later be transferred or redeemed for degrees, diplomas, or certificates, empowering students to fit their own academic journeys. Pondicherry University is registered for ABC and the same approved by Digilocker. This will facilitate the University to provide students a unique ID that assist them for credit transfer facility, obtaining semester wise mark sheets, consolidated marks statement etc. University has taken necessary steps to make students register in ABC and also successfully uploaded grade sheets of all the students. By offering a more flexible and student-centric approach, the ABC allows learners to explore courses across various disciplines and</p>

	<p>institutions, both online and offline. It supports lifelong learning by enabling students to take breaks and return to their studies without losing their previously earned credits. This system also encourages those who had to pause their education for personal or professional reasons to re-engage in academic pursuits. The NEP framework acknowledges prior learning, making it easier for students to gain recognition for skills acquired outside formal education. Ultimately, the ABC fosters a more customized, modular, and inclusive educational experience, aligning with the evolving needs of modern learners.</p>
3. Skill development:	<p>The National Education Policy (NEP) 2020 emphasizes skill development as a key factor in bridging the gap between education and employability. Traditional academic systems often overlook practical skills and the NEP seeks to integrate skill-based learning into the curriculum at all levels, ensuring that students graduate with the capabilities needed for the evolving workforce. The policy promotes a shift from memorization to a more comprehensive, experiential, and outcome-focused learning model, highlighting critical thinking, creativity, problem-solving, and digital literacy alongside academic knowledge. Starting at the school level, NEP introduces vocational education from grade 6, providing students with opportunities for internships across diverse fields. This early introduction to vocational skills helps students explore various trades and professions, allowing them to identify their interests and talents early. In higher education, NEP recommends incorporating skill development into undergraduate programs through flexible curricula that support practical experiences, internships, and apprenticeships. The policy further encourages collaboration between educational institutions and industries to ensure skill development aligning with the current economic demands. Additionally, short-term courses and online learning modules are promoted to offer continuous opportunities for reskilling and upskilling, fostering a culture of lifelong learning. By embedding skill development within mainstream education, the NEP aims to produce graduates who are not only academically capable but also practically skilled, adaptable, and equipped to tackle the challenges of a</p>

	rapidly changing global economy.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The integration of the Indian Knowledge System (IKS) into education, as envisaged by the National Education Policy (NEP) 2020, is vital for strengthening students' connection to India's rich intellectual tradition. IKS encompasses ancient knowledge in fields such as mathematics, astronomy, medicine, architecture, arts, and philosophy, developed over centuries. NEP aims to incorporate this vast body of indigenous wisdom into mainstream education, fostering a more holistic and culturally relevant learning experience. This integration involves embedding elements of India's ancient knowledge across various disciplines to make it applicable to modern contexts. The objective is to deepen students' understanding of India's contributions to global knowledge while nurturing a sense of pride and cultural identity. IKS also promotes values of sustainability, ethics, and harmony with nature and concepts that resonate with contemporary issues such as environmental conservation and responsible governance. Integrating these principles help students connect with age-old wisdom that can inform solutions to present-day challenges. To achieve this, Pondicherry University has designed curricula that combine traditional and modern knowledge, train teachers in IKS, and encourage research into ancient Indian texts. Collaboration between scholars of traditional and modern sciences is essential to make IKS relevant to current applications. Ultimately, integrating the Indian Knowledge System preserves cultural heritage, supports interdisciplinary learning, and inspires innovation rooted in ancient wisdom, making education more meaningful and relevant for India's diverse student population.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-Based Education (OBE), as outlined in the National Education Policy (NEP) 2020, is a student-focused approach designed to ensure that learners develop specific competencies and skills throughout their education. NEP promotes OBE to transition from traditional learning to a model where student's success is measured by their ability to apply knowledge in practical situations. Under the NEP framework, OBE is structured clearly and defined learning outcomes at various levels: program outcomes (the goals students should achieve by the</p>

	<p>end of their degree), course outcomes (the competencies to be acquired by the end of each course), and specific learning outcomes (skills developed in individual modules or lessons). These outcomes help align the curriculum, teaching strategies, and assessments to ensure that students acquire the essential skills for their future careers and personal growth. The NEP also advocates for flexible curricula and innovative assessment methods that extend beyond traditional exams. It encourages the use of project-based assessments, internships, and practical experiences to help students meet their learning outcomes. Furthermore, the policy supports continuous feedback mechanisms to aid both educators and students in focusing on improvement. By adopting OBE principles, the NEP enhances the relevance of education by aligning it with societal and industry needs, preparing graduates to effectively tackle real-world challenges. This approach aims to cultivate critical thinking, creativity, and problem-solving skills, thereby improving student employability and the overall quality of education.</p>
6. Distance education/online education:	<p>For offering programmes in distance mode, Pondicherry University has a dedicated Directorate of Distance Education (DDE) that strives to reach out the working professionals with its well-structured and framed programme contents. DDE offers 08 UG programmes and 12 PG programmes covering Arts and Management disciplines. The course contents are prepared by experienced faculty in the respective fields and portion of few courses are also made available in digital mode. DDE has sophisticated ICT tools that makes the academic counsellors to have better teaching and interaction with the learners. Besides DDE, university encourages students to register for online courses and this helps students to get exposure in interdisciplinary disciplines and also, they will get fruitful interactions with the experts. Faculty of the university are also encouraged to create course contents in MOOC/SWAYAM that are interdisciplinary in nature, this approach is to attract more students from within and outside campus. University has well equipped EMMRC that enables faculty of the university to successfully create the course contents, recording, video mixing, assignments and formative assessments for MOOC/SWAYAM courses. Through the EMMRC,</p>

faculty of the university have created 159 modules in MOOC/SWAYAM.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Pondicherry University is dedicated to upholding and fostering democratic values in students. On the occasion of Constitution Day, University encourages all the stake holders to take pledge which inculcates good practice and ensures responsibility in young minds. This results in making students aware about their rights and obligations under the constitution. The university organized various electoral literacy programs through Students' Welfare office. A dedicated team comprising of Dean, Deputy Dean take care of the main campus and coordinates with the nodal officers of satellite campuses. The Students' welfare office empowers students and Staff on electoral literacy and electoral process for stronger democracy. It is also active in organizing activities related to SVEEP (Systematic Voters' Education & Electoral Participation) and also coordinating activities with Office of the District Election Officer of Pondicherry. To create awareness and accountability of their vote and electoral system, university has organized several Election/Voter education activities to raise students' awareness about constitutional obligations: values, rights, duties and responsibilities of citizens.</p>
<p>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?</p>	<p>The Dean, Students' Welfare will coordinate all activities of general awareness to students in the university premises. In respect to satellite campuses, ELC Nodal Officers cum SVEEP Campus Ambassadors will conduct activities and coordinate with Office of District Election Officer of respective regions. Post graduate students were nominated as students' coordinators for coordinating the students for all the regular activities of ELC at Campus and District Level. ELC is actively functioning in the campus and also organizing an event of National Voters Day (NVD) celebration every year. Notable Achievement of ELC - PUKC: ?ELC Nodal Officer Dr. V. Arulmurugan, Received "Best College Level Electoral Literacy Club Nodal Officer Award" for the year 2020 from Karaikal District Collector cum</p>

	District Election Officer Mr. Arjun Sharma IAS, Govt. of Puducherry. ELC Nodal Officer ?Dr. V. Arulmurugan, Received "State Level Best Nodal Officer Award 2021" from Chief Secretary Mr.Ashwani Kumar IAS in the presence of Chief Electoral Officer Mr.Shurbir Singh IAS, Govt. of Puducherry
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.	As Higher Education Institution, University gives a pivotal importance to the activities related to Election. Many activities are organized and executed successfully in both main and satellite campuses of Pondicherry University and these activities have ignited many young minds to know more about the Constitution and the Electoral System. The following are the list of activities that were systematically organized by Pondicherry University in collaboration with the District Election Officer, Pondicherry. ?Systematic Voters' Education and Electoral Participation ?Voter's Verification Drive ?Signature Campaign for National Voters Day ?Awareness Rally on National Voters Day ?Constitution Day Celebration ?Online Reading of Preamble to the Constitution of India ?Collection of Preparatory information from Electors Verification Camp Centre ?Door to Door Public Awareness Campaign for Electors Verification Programme (EVP)" under SVEEP Programme ?Distribution of Form 6 to Identified New Applicants" under SVEEP Programme ?Display of Banner for Public Awareness at the University Entrance Election Awareness Rally ?Administration of Integrity Pledge EVM Demonstration to first time voters in University Campus; Campaign on Mera Pehla Vote Desh Ke Liye.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	To have better involvement of young minds, University in conjunction with District Election Officer, Pondicherry has initiated many activities. As per the notifications by the Election Commission, the University has encouraged students, scholars and faculty to participate in the competitions, awareness programmes, surveys and also to carry out research projects. These activities helped student community to get more acquaintance with the electoral system and code of conduct of the Elections. Our students & faculty have participated with enthusiasm and bagged awards in the competitions namely District Level Intercollegiate Short Film Competition in the eve of

	<p>National Voters Day Celebration & District Level Intercollegiate Competitions for National Voters Day. Besides participating in competitions, students & faculty have also given their complete involvement in various activities like “Sharing Online Posters in Social Media for SVEEP – DEO, Designing Online Posters for SVEEP – DEO, Online "Youth Talk" on Youth for Nation Building in the eve of National Youth Day, Online Enrolment of ELC Members and Distribution of Form 6 to Identified New Applicants" under SVEEP Programme.</p>
<p>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.</p>	<p>In line with the announcements made by the Election Office, University extended its support in conducting special drives for enrolment of new voters in the respective constituencies. These activities are carried out under the titles of Voter's Verification Drive, Door to Door Public Awareness Campaign for Electors Verification Programme (EVP)" under SVEEP Programme, Distribution of Form 6 to Identified New Applicants" under SVEEP Programme, EVM Demonstration to first time voters in University Campus and Campaign on Mera Pehla Vote Desh Ke Liye.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year-wise during the last five years (all students in campus needs to be considered here)

2023-24	2022-23	2021-22	2020-21	2019-20
8573	7992	7786	7123	6413
File Description		Document		
Institutional data in the 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
3466	3450	3120	2745	2541
File Description		Document		
Institutional data in the prescribed format		View Document		

2 Teachers

2.1

Number of Full-time teachers in the institution year-wise during last five year

2023-24	2022-23	2021-22	2020-21	2019-20
423	406	370	318	329
File Description		Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers along with		View Document		

2.2

Total Number of full time teachers worked/working in the institution(without repeat count) during the last

five years:

Response: 463

File Description	Document
Institutional data in the prescribed format (data)	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
8111.76	7812.41	5291.94	6624.49	5526.33

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:

1. The university places a strong emphasis on ensuring that each department develops curricula that addresses current market needs while maintaining the core standards of their respective fields. This approach ensures that the courses within each program meet the demands of regional, national, and international markets and communities, while remaining true to the foundational principles of the domain.
2. To achieve this balance, each program is meticulously designed to align with Programme Outcomes (POs) and Course Outcomes (COs), reflecting the institution's overarching goals and the specific needs of students and the industry. The integration of POs and COs ensures that the curriculum supports the achievement of Outcome Based Education (OBE) educational objectives and professional competencies.
3. Every School Board, Departmental Board of Studies is supported by a team of experts drawn from both academia and industry. This team collaborates to design a curriculum that effectively combines theoretical knowledge with practical application. This alignment ensures that students develop the competencies and skills required for success in their chosen fields.
4. The curriculum is structured according to two main regulatory frameworks: the Choice Based Credit System (CBCS) and the National Education Policy (NEP). Both frameworks provide comprehensive guidelines for learning objectives, instructional methods, assessment strategies, and content coverage.
5. Faculty members play a crucial role in implementing the curriculum. They are trained to employ various teaching methodologies and assessment techniques that align with the desired outcomes of the POs and COs. Classroom activities, assignments, and projects are designed to support students in achieving the COs and, consequently, the POs. This ensures that students gain the necessary knowledge and skills in a structured and coherent manner.
6. Assessment is a key component in evaluating the effectiveness of the curriculum and the attainment of COs and POs that include both formative methods, such as quizzes and assignments, and summative methods, such as exams and projects. The data collected from these assessments is analyzed to gauge whether students are meeting the expected outcomes. Continuous evaluation and refinement of the curriculum further support the achievement of program goals and the preparation of graduates for their professional careers.
7. This analysis informs ongoing curriculum adjustments and improvements, ensuring that the program remains aligned with its goals and continues to meet the needs of students and the industry.
8. The university's approach to curriculum development ensures that programs are relevant and effective. By aligning POs and COs with both market needs and core academic standards, and by

utilizing structured frameworks like CBCS and NEP, the university fosters an educational environment that equip students with the competencies needed for success in a dynamic global landscape.

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:

1. The university offers a diverse array of courses across Science, Technology, Engineering, Arts, Humanities, and Social Sciences. Each program is designed to include skill-based courses that enhance employability and cater to the varied interests and career aspirations of students.
2. Under the Choice Based Credit System (CBCS) and National Education Policy (NEP), the curriculum is structured to feature soft core, skill-based, ability enhancement, and value-added courses. This design provides academic flexibility, allowing students to select courses from various departments to tailor their educational journey according to their career goals.
3. This flexibility not only helps students enhance their skills but also contributes to their overall well-being by providing opportunities for a balanced academic and personal development. Additionally, the university encourages students to enroll in online courses through e-Pathasala and SWAYAM. These online resources further enrich students' learning experiences, allowing them to build academic networks and engage with experts from different fields.
4. The curriculum also emphasizes practical experience through internships, field projects, and dissertations to gain real-world exposure and have academic growth and career readiness.
5. Furthermore, some programs include student exchange opportunities through Memorandums of Understanding (MoUs) with partner universities. This exchange allow students to study abroad for a semester or an academic year, offering them valuable international exposure and academic enrichment with a credit transfer facility to meet out the overall credit requirements. This comprehensive approach helps students build a robust academic profile and prepares them effectively for their future careers.

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

1.1.3

Electronic media and other digital components in the curriculum - Percentage of the Courses on offer by DDE that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years.

Response: 65

1.1.3.1 Number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years.

Response: 13

1.1.3.2 Total Number of Courses on offer across all programs by DDE over the last five years.

Response: 20

File Description	Document
Program suture clearly mentioning lesson plan and mode of instruction duly certified by BOS	View Document
Program structure mentioning the courses and mode of academic content delivery hosted in institutional website (courses relevant to the metric intent need to highlighted clearly)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim	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: 38.83

1.2.1.1 Number of new courses introduced duringthe last five years

Response: 843

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

Response: 2171

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

1. The university offers a range of programs that emphasize social and environmental relevance, aligning with the National Education Policy (NEP) and the broader curriculum learning framework. Programs in social sciences, humanities, management, and life sciences include courses that address critical issues such as gender & human values, professional ethics, and environmental sustainability.
2. For instance, programs in Sociology, Social Work, Women's Studies, and Social Inclusion and Exclusion Policy provide in-depth exploration of gender issues and human values, creating a strong foundation for understanding social dynamics and promoting social justice. Management programs cover areas like Tourism, International Business, Commerce, and Banking Technology, integrating courses on professional ethics and human values. These courses are designed to prepare students for ethical decision-making and responsible leadership in their professional careers. In the life sciences, the curriculum addresses broad, cross-cutting issues such as human and animal ethics, environmental and climate change concerns, and biodiversity in the local and surrounding communities. These courses help students understand the interconnectedness of ecological systems and the importance of ethical practices in scientific research and application.
3. The implementation of the NEP has further enhanced the curriculum, encouraging students to engage with courses that offer insights into India's cultural and intellectual heritage. Courses such as Understanding India and Indian Knowledge System provide students with a comprehensive perspective on the nation's historical and contemporary contributions to global knowledge.
4. The university's approach integrates bridge courses, as well as basic and advanced level courses, to build a strong foundational understanding of these issues while also allowing for advanced study. The curriculum is designed to not only provide academic knowledge but also to instill a sense of responsibility and ethical awareness, preparing students to contribute meaningfully to society and the environment.

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 Programmes offered by the institutions and online courses of MOOCs, SWAYAM / e_Pathshala/ NPTEL and other recognized platforms where the students of the institution have enrolled and successfully completed during the last five years

Response: 55

1.3.2.1 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: 55

File Description	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 last five years

Response: 84.71

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

Response: 72

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

Response: 85

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element offield 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 transactions is obtained regularly 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 relevant body 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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrollment Percentage

Response: 84.13

2.1.1.1 *Number of Sanctioned seats year-wise during the last five years*

2023-24	2022-23	2021-22	2020-21	2019-20
4397	4319	4650	4015	3630

2.1.1.2 *Number of seats filled year-wise during the last five years, (only first-year admissions to be considered)*

2023-24	2022-23	2021-22	2020-21	2019-20
4161	3605	3772	3329	2809

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 80.21

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
1735	1450	1651	1379	1123

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
1943	1878	1881	1819	1627

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

2.1.3

Average variation in enrolment of learners in the DDE during the last five year

Response: 329

2.1.3.1 Number of learners admitted afresh in the programmes offered by the DDE year-wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
8391	8622	7018	1	7249

File Description	Document
• Provide the relevant information in institutional website as part of public disclosure	View Document
• List of programme-wise fresh enrolled learners year-wise authenticated by the Registrar of the institution	View Document
• Institutional data in the prescribed format (data template)	View Document
• Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 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:

- 1.To support academic growth, the University evaluates students' performance in formative and summative assessments at the end of the every semester. This evaluation helps identify both slow and advanced learners. Talented students are encouraged to further develop their skills and knowledge, aiming for higher academic achievements. They are also motivated to participate in quiz competitions, paper and poster presentations to cultivate a research-oriented mind set.
- 2.Additionally, students receive training for competitive examinations such as the DACE, conducted by state and central governments, as well as entrance exams for higher courses, including PhD programs offered by the University and other institutions.
- 3.For those who face academic challenges, the University provides adequate support through peer-to-peer teaching and extra classes during the semester, ensuring all students have the opportunity to succeed.
- 4.Recognizing the varying levels of preparation and medium of instruction among incoming students, the University organizes special classes to enhance their communication skills, English proficiency, interpersonal relations, and basic computer knowledge.

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:** 20.27

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

2.2.3

Learners from Special Target Group: Average number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE over the last five years

Response: 80

2.2.3.1 Number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE year wise over the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
189	79	106	0	26

File Description	Document
Relevant certificate of authenticity of the target groups to be provided	View Document
Data as per data template	View Document
Certified list of social target groups of learners admitted in the institution by the head of the institution	View Document
Provide Links for any other relevant document to support the claim	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 learning process

Response:

1. The University employs diverse teaching methodologies and ICT-mediated resources to enhance the educational experience for students. The teaching methods encompass direct lectures, interactive sessions, problem-based learning through case studies, lab demonstrations, field visits, clinical presentations, and studio practice.
2. Students are encouraged to actively participate in organizing various extracurricular and co-curricular events, which help in developing essential life skills. The Choice Based Credit System (CBCS) promotes interdisciplinary learning and encourages participation in field trips, providing practical experiences in negotiating complex situations.
3. Industry experts and professionals are invited to share their experiences with students, preparing them for real-world job scenarios. Internships are integrated into the curriculum, which is designed to facilitate both vertical and horizontal teaching and learning from the outset.
4. The University offers a range of self-learning resources, through student academic management system (SAMS), internet facilities, and the latest e-books and e-journals. Learners are also encouraged to utilize MOOC/SWAYAM platforms.
5. All classrooms/seminar halls are ICT-enabled, and virtual/smart classroom facilities are fully utilized to help students acquire knowledge and skills from experts in corporate settings and reputed institutions.
6. Content coverage is being made through traditional class approach as well as e-learning environment. The University regularly organizes webinars and encourages the use of e-learning resources by providing Wi-Fi and ICT-enabled classrooms. The entire campus is equipped with Wi-Fi and broadband internet, granting access to digital library resources.
7. The University subscribes to online databases such as CMIE and Bloomberg, enabling students and teachers to access valuable e-resources. Additionally, statistical packages like SPSS and Statcraft are available in the Computer Centre for data analysis by teachers, students, and research scholars. Various modern teaching aids, including MOOCs, Vidya Mitra, and SWAYAM, are regularly used by the faculty to enhance the learning experience.

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:

1. As per the course learning framework of CBCS and NEP, university implements the Mentor-Mentee scheme in a well-designed manner. To foster comprehensive student development, each student is allotted a faculty advisor (Mentor-Mentee) to address both academic and psychological issues faced by students. This scheme allows students to meet with faculty members who act as mentors, providing guidance and support throughout their academic journey.
2. Academically, mentors assist students in setting and achieving their educational goals, developing effective study habits, time management skills, and strategies for academic success.
3. Regular monitoring and constructive feedback allow for early identification of any academic difficulties, enabling timely intervention. Psychologically, mentors provide a safe space for students to discuss personal issues, stress, and anxieties related matters. They offer emotional support and counseling and refer students to professional services whenever necessary.
4. The Mentor-Mentee Scheme also fosters a sense of community and belonging. Regular group activities, workshops, and social events build strong relationships between mentors and mentees and among the mentees themselves. This promotes teamwork, communication, and interpersonal skills. Furthermore, the scheme encourages peer mentoring, where senior students guide their juniors, building leadership and mentoring skills.
5. Regular feedback from both mentors and mentees ensures the scheme remains responsive to students' evolving needs. The institution conducts regular training sessions and workshops for mentors to keep them updated on best practices.
6. In conclusion, the University's multifaceted approach ensures comprehensive support for students academically, psychologically, and socially. This holistic support system underscores the institution's commitment to the overall development and well-being of its students, preparing them to meet their academic goals and life challenges with confidence and resilience.

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

2.3.3

Development of Self-Learning Material (SLM) at DDE

Process followed for development of Self-Learning Material by DDE.

Response:

1. As per the UGC Regulations 2020 (Annexure -VI), the Pondicherry University has developed Guidelines for the development of Self Learning Material that are approved by Academic Council of the Pondicherry University.
2. The self-learning material is prepared in such a way that it contains objectives, information, ease of understanding & learning, step-by-step instructions and necessary guidance about a topic with appropriate case studies and examples wherever necessary.
3. The process of creating SLM begins with a thorough understanding of the learners' needs and the specific requirements of each course. The materials are crafted to be student-centric, ensuring they are easily comprehensible, engaging, and relevant. This involves collaboration between subject matter experts, instructional designers, and educational technologists who work together to produce content that is both academically rigorous and accessible.
4. SLM developed by DDE is structured to promote self-directed learning. These learning materials are made available in both print and online formats. SLM are developed 100% by in-house faculty and in few courses the combination is 80% in-house and 20% external faculty.
5. The SLM are self- explanatory and easy to understand to the ODL learners. The unit structure covers a starting page, lesson plan and also having learning objectives. All the soft copies of the SLM are uploaded in the Pondicherry University-DDE website.
6. The Video recordings of webinar classes are available in the Pondicherry University DDE YouTube channel for the benefit of distance learners to view at their convenient time and view at their own place.
7. Support for students using SLM is also a priority at DDE. Online forums, discussion groups, and virtual office hours with instructors provide additional avenues for students to seek help and engage with their peers and teachers. This support system is crucial in helping students overcome the challenges of distance learning and stay connected with the academic community.

File Description	Document
Policy document on SLM	View Document
Any other relevant information	View Document

2.3.4

Availability of digitized SLMs for the learners - Percentage of programs offered by DDE having access to online SLMs

Response: 100

2.3.4.1 Number of learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners during the last five years.

Response: 20

2.3.4.2 Total number of SLMs developed by the institution across all the Programs offered by the DDE.

Response: 20

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of Digitized SLM program wise	View Document
Institutional data in the prescribed format (data template)	View Document
Links to digitized SLM hosted in the institutional website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.3.5

DDE's Mechanism to provide academic counseling support and Academic counselling sessions conducted

An Institutional mechanism is in place to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills; Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre.

Response:

Counselling Sessions conducted

1. Pre-admission counselling

- In-house faculty counsel the students to choose appropriate specialisation/course related to their academic qualifications and career prospects during the months of January to March and June to September.
- Counselling is provided for online application, registration and Online payment using individual dashboard through SAMARTH Portal.
- Detailed instructions/walk-through for online admissions is provided in the website.
- A scheduled orientation programme is conducted separately for UG, PG and MBA students during every session of admissions.
- Admission queries are attended in three modes namely, in-person, telephone and email.

2. Students counselling

- Faculty and academic coordinators of DDE provide students counselling on need basis.
- Academic query clarifications are provided 24/7
- Student orientation programme is conducted twice a year after admissions to facilitate the students get inducted in DDE
- Personal Contact Programmes (PCP) is a platform for students to have face to face contact with

faculty and to get counselling on academic matters

- Project counselling: Final semester students are provided with counselling to complete their projects on need basis.
- Career counselling: Job Fairs are regularly conducted to counsel the students on their careers and help them with placements.
- Exam counselling: Internal and External examination guidelines provided to the students and also counselling is provided for online exam registration

File Description	Document
Schedules of different counseling activities	View Document
Reports on counselling sessions from RCs / LSCs / Finance division.	View Document
Report of academic Counseling sessions	View Document
Payment vouchers to be produced Learner Support Centres under each Regional Centre year wise	View Document
Monitoring reports of LSCs	View Document
Any other relevant information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 73

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
502	502	502	502	502

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Institutional data in the prescribed format (data template)	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: 87.26

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 during the last five years.

Response: 404

File Description	Document
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

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

Response: 18.47

2.4.3.1 Total teaching experience of full-time teachers (for the latest completed academic year

Response: 7812

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4

Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics in DDE respectively year wise over the last five years

Response: 30

2.4.4.1 Number of Fulltime teachers and other academics appointed in DDE against the sanctioned post during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
03	03	03	03	03

2.4.4.2 Number of sanctioned post of full time teacher and other academics available in DDE

2023-24	2022-23	2021-22	2020-21	2019-20
10	10	10	10	10

File Description	Document
The DVV may seek for selected appointment order of full time teacher and other academics during DVV process	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Proof of posts in sanction	View Document
List of full time teachers and other academics authenticated by the head of the institution	View Document
Institutional data in the prescribed format (data template)	View Document

2.4.5

Learner : Academic Counsellor ratio

Response: 11.39

2.4.5.1 Number of empanelled Academic Counsellors for the latest completed academic year

Response: 737

2.4.5.2 Number of learners during the last completed academic year

Response: 8391

File Description	Document
List of Academic counsellor	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 year-wise during the last five years

Response: 7.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	7	7	4	13

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	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: 0.05

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
3	0	4	0	0

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
2983	3791	3030	2212	2099

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

2.5.4

Formative Assessment procedures at DDE

Standard Operating Procedures employed for continuous (internal) assessment followed by the DDE

Response:

THE INTERNAL ASSESSMENT CONDUCT AND EVALUATION METHOD

In Board of Studies, 25% Internal Assessment has been included in all the MBA programmes. To conduct the Internal Assessment the following has been decided:

1. One Internal Assessment test for I and II Semester subjects and two Internal Assessment tests for III and IV Semester subjects.
2. For the papers of III and IV semesters, the average of two Internal Assessment tests will be taken as internal marks.
3. The Directorate will conduct Internal Assessment test(s) through Online. However, in exceptional cases Offline mode will be considered
4. Internal assessment/assignment will be Multiple Choice Questions based on the respective syllabus.
5. Internal Assessment will be conducted with a schedule for seven days.
6. Time duration for each test will be 30 minutes from the time of login.
7. No minimum pass marks are required for Internal Assessment
8. To pass external examination minimum 38 marks required, however, a minimum total of 50 marks (internal + external) will be required to pass in each paper.
9. Appearing in Internal Assessment is compulsory to pass the papers.

10. The Twinning Programme Institutions will conduct the Internal Assessment for the students enrolled in their institution. In the event of any technical issues, the Director, DDE will look into it case by case for consideration.

File Description	Document
Policy documents on Evaluation Methodology of DDE	View Document
Any other relevant information	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:

1. The institution places a strong emphasis on defining and achieving learning outcomes (Program and Course outcomes) and graduate attributes that are integral to its assessment processes. These outcomes are prominently featured in the syllabus of every programme, ensuring transparency and accountability in better learning and evaluating student attainment.
2. The institution adheres to a well-structured academic planner and based on this, the respective departments will come out with class timetable that aligns with the curriculum's core objectives, maintaining a balanced approach between theoretical instruction and practical application to emphasize skill development where applicable.
3. Further, the time table will be designed in such a way that the elective (soft) core courses are scheduled in the afternoon sessions, so that it benefits students from other departments to register and upscale themselves. This practice enables an inter-departmental academic exchange as well as inter-disciplinary courses learning.
4. Time to time learning materials will be shared with the students through SAMS and other online platforms and also faculty regularly interacts with students to clarify their doubts.
5. Conduct of examinations and declaration of results will be adhered as per the academic planner issued by the university. During this process, through Student Academic Management System (SAMS) and SAMARTH, students register for courses, payment of exam fees etc.,
6. Examination will be a combination of Continuous Internal Assessment (CIA) and End Semester examinations. CIA is with composition of two internal tests and Assignments. As a part of assignments, students can do seminar, quiz, presentations etc.,
7. Results preparation, processing and declaration is completely automated through SAMS and SAMARTH. This enables a transparent exam mechanism for both students and teachers. Once the results are declared, students are given a provision for about two weeks for placing their

grievances with respect to revaluation, if any.

8. Pondicherry University's structured approach to defining and achieving learning outcomes, coupled with its commitment to holistic student development and support mechanisms, ensures that students are well-prepared for professional success and personal growth. By integrating rigorous assessment practices with proactive teaching-learning strategies, the institution nurtures a conducive learning environment that empowers students to excel academically and thrive in their chosen fields.

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: 71.87

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

Response: 2491

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

2.6.3

Submission of assignments - Percentage of learners submitting assignments

Response: 79.99

2.6.3.1 Number of learners enrolled in the preceding academic year (only newly enrolled in programmes offered by DDE) have submitted assignments as per the academic calendar (Data for the latest completed academic year)

Response: 6712

2.6.3.2 Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled)

Response: 8391

File Description	Document
Report of the DDE on assignment submission status of learners duly endorsed by the Head of the institution for the latest completed academic year	View Document
Institutional data in the prescribed format (data template)	View Document
Web-link to academic calendar of the Institution	View Document

2.6.4

Percentage of learners passed out term end examination

Response: 87.02

2.6.4.1 Number of learners passed out the term end examination (only newly enrolled in programmes offered by DDE in the latest completed academic year)

Response: 7302

2.6.4.2 Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled)

Response: 8391

File Description	Document
Result sheet of learners duly endorsed by the Head of the institution for the latest completed academic year	View Document
Institutional data in the prescribed format (data template)	View Document
Annual Report of the DDE highlighting pass percentage of the learners who appeared in the exam	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 2.85

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

2.7.2

Online Learner Satisfaction Survey regarding teaching-learning process .(For Distance learners)

Response: 3.01

File Description	Document
Database of all currently enrolled Distance Learners	View Document
Any other relevant information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

1. The University encourages all its faculty members and research scholars to engage in the core areas of research in their respective fields. The University asserts state-of-the-art research facilities for advanced studies in the broad areas of Physical, Chemical, Mathematical, Life Sciences, Management, Arts & Humanities and Engineering Sciences.
2. Besides these, University also has dedicated centers to excel and promote research such as UMISARC- Centre for South Asian Studies, Centre for Maritime Studies, Centre for Women Studies, Centre for Study of Social Exclusion and Inclusive Policy, Centre for Pollution Control and Environmental Engineering and Centre for European Studies.
3. Research is pursued with sophisticated instruments and complex experimental facilities set up in Central Instrumentation Facility. The University has established several advanced research facilities with the grants provided by UGC, DST - PURSE and SPARC etc., for promotion of University Research Scientific Excellence. Pertinent facilities relating to the areas of solid-state physics, solid-state chemistry, nanotechnology, thin films, material characterization, etc., are already available at the University to be accessed by the schools and external research centres open up exciting possibilities to do cutting-edge research.
4. The Research and Development Cell of the University facilitates researchers of the University for carrying out research projects, consultancy works, patents, IPR and technology transfers etc. This section is responsible for interacting with various stakeholders and funding agencies, both internal and external.
5. The University has adopted comprehensive Ph.D. regulations, which are available on the University's website. These regulations, updated from time to time in accordance with UGC guidelines, outline the criteria for admission, the structure of the program, the roles and responsibilities of supervisors and scholars, and the standards for thesis submission and evaluation. The aim is to ensure a high quality of research while fostering academic integrity and innovation.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

3.1.2

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

Response: 34.02**3.1.2.1 Amount of seed money provided by institution to its teachers for research year- wise during the last five years(INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
132.63	37.49	0	0	0

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: 8.64**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: 40

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

3.1.4

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

Response: 100

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

Response: 1363

3.1.4.2 Number of PhD Scholars enrolled during last five years.

Response: 1363

File Description	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

Research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, Endowment Research Chairs during the last five years

Response: 8241.01

3.2.1.1 Total Grants for Research funding received by the institution and its faculties through Government 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: 8241.01

File Description	Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the letters of award for research, endowments, Chairs sponsored by Government and 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: 0.54

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

Response: 252

File Description	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 technology/knowledge and the outcomes of the same are evident

Response:

1. The University has established a robust ecosystem for innovations and the Indian Knowledge System (IKS), aiming to foster a culture of creativity and intellectual growth. Organizing programs on the Indian Knowledge System (IKS) in Higher Education Institutions (HEIs) is essential for preserving and promoting India's rich heritage. These programs introduce students and faculty to traditional Indian sciences, arts, and philosophies, nurturing a deeper understanding and appreciation of ancient wisdom.
2. By incorporating IKS and Understanding India into the NEP curriculum, Pondicherry University contributes to the holistic development of students and the enrichment of academic discourse. Also, special courses are being offered by the Departments like Green Energy Technology, Ecology & Environmental Sciences, Earth Sciences, Centre for Pollution control & Engineering, Marine Biology, History, Performing Arts covering the course contents that creates knowledge, awareness and practice on ecosystem under Softcore courses under CBCS and minor courses of NEP.
3. The University has set up a dedicated IPR cell under the **Research and Development Cell** that educates and assists researchers and students in protecting their inventions and ideas. This cell plays a crucial role in navigating the complexities of patent filing and intellectual property management, ensuring that the intellectual contributions of the University community are adequately safeguarded.
4. In addition to the IPR cell, the University has established an Incubation Centre in the name of **Atal Community Innovation Centre** designed to nurture Start-ups and entrepreneurial ventures. This Centre enables students, faculty, and researchers with essential support and resources to develop their ideas into viable businesses. Besides this, the Centre extends provision for mentorship, funding, and access to advanced research facilities, helping innovators bring their ideas to market.

5. The University has also set up ***Institution Innovation Council*** (IIC) to bolster and foster innovation and organises awareness programmes on Intellectual Property in collaboration with regulatory authorities to create awareness on innovation promoting a culture of innovation and entrepreneurship. The IIC fosters a collaborative environment by facilitating industry-academia interactions and encouraging multidisciplinary projects. By driving innovative initiatives and nurturing entrepreneurial talent, the IIC contributes significantly to the institution's mission of academic and societal advancement.
6. The University also engages in various initiatives aimed at the creation and transfer of technology and knowledge, such as collaborative projects, industry partnerships, and technology transfer programs.

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

3.3.2

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

Response: 125

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

Response: 125

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 through:

- 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 software***

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*Number of Patents awarded during the last five years..***Response:** 95**3.4.2.1 Total number of Patents awarded during the last five years..****Response:** 95

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 guideduring the last five years***Response:** 2.19**3.4.3.1 How many Ph.Ds were awarded during last 5 years**

Response: 914

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

Response: 418

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: 13.34

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

Response: 6176

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document
Institutional data in the prescribed format (data template)	View Document

3.4.5

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

Response: 2.29

3.4.5.1 Total number of books and chapters in edited volumes / books published during the last five years.

Response: 1062

File Description	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 (Undergraduate)***
- 3. For SWAYAM***
- 4. For other MOOCs platforms***
- 5. Any other Government Initiatives***
- 6. For Institutional LMS***

Response: A. Any 4 or more of the above

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
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

Data to be provided for the last five years:

- *Title of the paper*
- *Name of the author*
- *Title of the journal*
- *Year of publication*
- *Citation Index*

Response: 11.78

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.8

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

h-index of the institution based on publications made in Scopus Web of Science during the last five years

Data for the last five years will be considered

- *Title of the paper*
- *Name of the author*
- *Title of the journal*
- *Year of publication*
- *H index*

Response: 78

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1

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

Response: 262.9

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
66.54	73.32	13.38	67.62	42.04

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:

1. Training and Capacity Building Fostering Lab-to-Land Environmental Education

As part of climate education, under “Lab-to-Land” approach, Pondicherry University in collaboration with various other stakeholders provided intensive hands-on training and capacity building to postgraduate and school students representing France and India. This training covered the main areas of focus like water, food, energy, biodiversity, resource recovery, conservation, and complementing regenerative agriculture. This initiative aligns with the multiple goals precisely SDGs 2, 4, 5, 11, 12, 13, and 17, and also complements the UN Decade on Ecosystem Restoration (2021-2030) and the UN Decade on Family Farming (2019- 2028). This approach yielded positive results, like students deepening their understanding of small-scale climate adaptation strategies, and the lab-to-land environmental education model played a key role in fostering shifts in attitudes.

2. International Climate Change Adaptation & Resilience Program

To tackle the critical challenges of the planetary crisis-climate change and global warming, nature and biodiversity loss, pollution, waste and also to foster “attitude change” this programme was initiated. The program was launched in 2021 focusing on implementing region-specific restoration activities worldwide and still continues aligning with the UN Decade on Ecosystem Restoration and SDGs. The program aimed and succeeded in reducing

pollution levels, sustain natural resources, shift attitudes, and encouraged collective participation.

1. International Day against Drug Abuse and Illicit Trafficking

The Department of Social Work, Pondicherry University marked the International Day against Drug Abuse and Illicit Trafficking on June 26th, 2024 at the Chevalier Sellane Government Higher Secondary School, Kalapet, Puducherry under the initiative of “Nasha Mukta Bharat Abhiyaan,”. The goal was to educate school-going adolescents about the risks of substance abuse, and the significance of prevention. Further, this activity highlighted the school’s dedication to students’ well-being and the critical need for collaborative efforts between educational institutions and broader community. The resource person Mr. Melbin Baby, Psychiatric Social Worker from the Department of Psychiatry, PIMS Hospital, Puducherry provided inputs on the health and mental health aspects of substance abuse and ways to combat it.

4. Gender-based violence campaign: on Menstrual Health, Child Rights, Gender Rights,

Gender sensitization

The programme focused on preventing gender-based violence, the students of Pondicherry University sensitized the school students on GBV, menstrual as a normal practice and health related issues. They emphasized education as a means of empowerment and awareness generation to reduce social inequalities. As young people students in schools and colleges, and universities through working on awareness of gender and child rights help build strong institutions that enhance peace and justice. These activities covered SDGs 3, 4, 5, 10 and 16. The activities were well received by the school children resulting in building the connection between university students and school students, strengthening the student visits and internships, enabling university students as community ambassador.

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: 463

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
115	160	47	79	62

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/linkage 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: 101

3.7.1.1 *Number of functional MoUs 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 year*

Response: 101

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 functional 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.

Response:

1. Pondicherry University is committed to offer an outstanding learning environment with its cutting-edge classrooms and laboratories. Modern teaching aids like interactive smart boards and good seating arrangements that encourage conducive learning atmosphere which are integrated into these expansive and well-ventilated spaces. The laboratories are furnished with state-of-the-art scientific apparatus and technology, providing students with invaluable practical experience in their fields. The institution has advanced laboratories, including a Central Instrumentation Facility (CIF). The facilities are regularly updated to make sure they meet the demands of the curriculum and stay up to date with technological advancements. Teaching-Learning is the focal point of this technology integration. Central to this technological integration is the Learning Management System (LMS), which offers a comprehensive digital platform for accessing course materials, submitting assignments, and communicating between students and faculty.
2. The institution has made significant investments in ICT-enabled facilities because it recognizes the critical role that technology plays in education. The cutting-edge interactive smartboards, high-speed internet access (1 gbps), and projection systems in the smart classrooms are all intended to support dynamic teaching strategies and in-the-moment engagement. During COVID-19, through LMS, the University has provided additional storage for students and faculty for effective content delivery and knowledge sharing, uploading of study materials and evaluative mechanism. These ICT tools significantly enhance the learning experience and prepare students with essential skills for the digital age.
3. The institution also prioritizes extracurricular activities and provides a wide range of resources to encourage participation in sports, arts and culture. Students can participate in music, dance, theatre, and other artistic pursuits through active cultural wing and Dance club. Sports facilities accommodate a range of sports, including spaces for both indoor and outdoor activities. Modern exercise equipment is installed in the gymnasium to promote physical health and wellbeing. Yoga classes are also offered to assist physical and mental wellbeing, encouraging a thoughtful and balanced way of living. The auditorium, with large seating capacity and excellent acoustics, is used for a range of activities, including concerts, lectures, and workshops, all of which enhance the institution's cultural atmosphere. The infrastructure for organizing the cultural and sports activities has been carefully planned to promote student wellbeing, technical and cultural advancement.

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

4.1.2

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

Response: 31.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
2525.55	2120.91	1388.89	3065.83	1410.42

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

4.1.3

Expenditure incurred for infrastructure augmentation and maintenance of DDE

Response: 50.4

4.1.3.1 *Expenditure incurred for infrastructure augmentation of DDE against total expenditure excluding salary year wise during the last five years (INR in lakhs)*

2023-24	2022-23	2021-22	2020-21	2019-20
5511.1	3687.7	1695.8	2272.8	3650.4

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 of DDE 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 subscription to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

1. The library is distinguished by its modern, disabled-friendly infrastructure, spanning 80,000 square feet. It is fully air-conditioned, Wi-Fi enabled, and equipped with services for the visually challenged, utilizing RFID technology and offering 24/7 remote access to a vast collection of 591,000 educational resources, including 251,000 print materials and 340,000 e-resources such as e-books, e-journals, e-databases, and e-theses.
2. To ensure functional convenience, the library features various sections including the Circulation Section, Acquisition Section, Classification Section, Catalogue Section, Periodical Section, Information Technology Section, Digital Library Services Section, Reference Section, Stack Area, Theses/Dissertation Section, U.N. Depository Section, Louis Braille Centre, Scholars Hub, PG Reading Room, Competitive Exam Book Section, and Discussion Rooms.
3. To adhere to the research ethics, University regulates all the research scholars to have a plagiarism check through Turnitin software, this meets out the guidelines issued by the UGC. Further, after the Ph.D. Viva Voce examination and awarding of Ph.D. degree, the theses will be uploaded in the Shodhganga, a national repository.
4. The library provides automated and digital services through these sections, all connected via a Local Area Network (LAN). The library's holdings are catalogued using the LIBSYS Library Management Software. Key activities include maintaining hardware and software, providing internet services, managing e-resources access, offering WEBOPAC and remote login services, document delivery, maintaining library databases, preparing RFID identity cards, and creating barcode and spine labels for books. Several servers are managed, including the Library Management Server, Web Portal, Scifinder Scholar-NAT Server, EZ Proxy Server, Institutional Repository Server, and RFID device components.
5. The library subscribes to over 242 print journals, which are displayed on shelves along with newspapers and popular magazines. The ground floor of the Library Annexe features state-of-the-art facilities for visually impaired (Louis Braille Centre) and differently abled students, scholars, and faculty, enhancing their learning and research processes. Discussion rooms on the first floor of the Library Annexe provide a space for group study without disturbing other readers that

enables a conducive learning environment.

File Description	Document
Upload any additional information	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Provide the Paste link for additional information	View Document

4.2.2

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

Response: 11.98

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
486.9	731.04	903.03	950.89	925.02

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2)	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

Response:

The campus network at Pondicherry University was established in 1998, initially connecting four buildings via Optic Fibre Cable (OFC). Over the years, this intranet has significantly expanded in size, capacity, and scope, now covering all academic and administrative buildings. The network integrates data, voice, and IP-enabled video services, utilizing a gigabit-switched infrastructure supported by approximately 31 kilometers of OFC. Each building is equipped with Structured Data Cabling (SDC) to provide reliable wired connectivity.

In addition to wired access, the campus is fully equipped with VoIP phones in all buildings. These phones use a SIP server, Communication Gateway, Communication Manager, and SIP Phones to facilitate seamless communication. Campus-wide Wi-Fi extends network access throughout the campus, allowing users to connect from virtually anywhere at any time. Since 2001, internet access has been provided through the intranet, with bandwidth steadily increased from 1 Mbps to 1 Gbps to meet the growing demands of the University. This upgrade ensures robust and reliable internet connectivity for all users.

Pondicherry University has been connected to the National Knowledge Network (NKN) since January 12, 2011. This connection allows access to a wide range of online journals that were previously available through the UGC-Infonet consortia. The NKN network enhances collaboration with universities, colleges, and premier research institutions across the country. The Computer Centre acts as the nodal center for the NKN, managing and supporting its functions.

The Computer Centre also plays a key role in establishing EDUSAT for the UGC Academic Staff College, now known as the MMTTC. EDUSAT services are available to the university community, particularly benefiting participants in various MMTTC programs. The Centre provides orientation sessions on using EDUSAT to ensure effective engagement with its services.

In addition to these responsibilities, the Computer Centre manages web content hosting for several university units, including the UGC MMTTC, Dean of Students Welfare, FM Community Radio Station, Directorate of Distance Education, and Community Colleges. The Centre offers a comprehensive range of IT support services, including Web Services; Internet Services; E-mail Services, Video Conferencing and Live Webcasts, VoIP Intercom, Biometric Attendance Systems, Emergency Management Systems (EMS), Complaints Management System for Electrical and Engineering Wings, Online Application and Computer-Based Testing for Entrance Exams and Online Admissions for Postgraduate and Research Programs.

These services ensure that the university's technological infrastructure supports both academic and administrative functions efficiently, enhancing the overall operational effectiveness of the campus. All the above said services are governed by a strong IT policy in the Institute.

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

4.3.2

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

Response: 8.28

4.3.2.1 Number of computers available for student use

Response: 1035

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage.	View Document
Purchased Bills/Copies highlighting the	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
Provide the relevant information in institutional website as part of public disclosure	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

4.3.4

The rooms of the DDE are IT enabled: Percentage of the rooms and seminar halls of the DDE with ICT enabled facilities

Response: 72.22

4.3.4.1 Number of rooms and seminar halls of the DDE (cumulative) with ICT enabled facilities (data as on date)

Response: 26

4.3.4.2 Total number of rooms and seminar halls of the DDE (cumulative) (data as on date)

Response: 36

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the DDE.	View Document
Geotagged photos of the rooms and seminar halls of DDE with ICT facility	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: 11.65**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
743.15	781.66	1358.23	483.88	518.95

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 utilising physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

1. The University is dedicated in delivering a comprehensive and enriching educational experience through its state-of-the-art physical, academic, sports and support facilities. These facilities are meticulously designed to promote academic excellence, foster holistic development, and cater to the diverse needs of all stakeholders. The laboratories serve a broad spectrum of scientific disciplines, offering hands-on learning with cutting-edge equipment and technology. Science labs are continually updated to incorporate the latest advancements, ensuring that students gain experience with the most modern tools and techniques. Time to time the softwares needed for respective fields are updated.
2. The University has a space committee to allocate space to the Departments on need basis, Stock verification committee to maintain and keep track of the stocks in each Schools/Departments/Centres and administrative sections. In addition , the Horticulture wing of the University is well established and they maintain the green campus with full dedication. The hostels are maintained by the housekeeping staff.
3. Specialized labs for Engineering and Technology feature resources for electronics and material sciences, bridging the gap between theoretical knowledge and practical application. To upgrade the labs regularly, Minor equipment funds are given to every department annually. Well formed purchase committees within each department with external members foresee industry trends and future requirements and facilitate the purchase procedures for the purchase of desirable equipment. All the computers and other systems are maintained by the Computer Centre with

proper AMCs with authorized vendors and there are special committees to oversee the functioning of the AMC, purchase and tenders called for. The IT policy of the University also features a condemnation procedure and we also have a condemnation committee to identify the obsolete items and condemn them.

4. The library at our university stands as a central pillar of our academic framework. It offers an extensive array of books, journals, and digital resources across various fields. The library is equipped with comfortable reading areas, study rooms, and access to online databases, all designed to support both independent research and collaborative learning. Our digital resources, including e-books, academic journals, and multimedia content, are accessible on and off-campus. Additionally, the library staff are available to assist with research inquiries and guide students in effectively utilizing these resources. For continuous maintenance and upgradation, there is a library committee comprising of Deans, Heads, Finance officer and other members to oversee the maintenance and purchase of new books and journals. The committee meet regularly to discuss the needs of the Library.
5. Understanding the importance of physical fitness and well-being, our sports complex is a versatile facility catering to a wide range of athletic activities. It features a fully-equipped gymnasium, indoor and outdoor courts for basketball, tennis, and badminton, and a track field for running and other sports. Our sports programs are designed to encourage a healthy lifestyle, foster teamwork, and instill discipline, providing opportunities for both competitive and recreational activities.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 43.02

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

2023-24	2022-23	2021-22	2020-21	2019-20
3775	3095	3353	3163	2913

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
Institutional data in the prescribed format (data template)	View Document

5.1.2

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

Response:

1. Over the past five years, Pondicherry University has significantly enhanced its career counselling and guidance services through a comprehensive approach that integrates both traditional in-person methods and innovative e-counselling solutions. This strategy aims to equip students with the necessary tools and knowledge to excel in their professional journeys and competitive examinations. Staffed with seasoned career counsellors and industry experts, the departments provide personalized guidance tailored to each student's specific aspirations and strengths.
2. The institution also organizes regular career workshops and seminars featuring industry professionals and alumni. These sessions cover a range of topics, from resume building and interview techniques to job search strategies and emerging career trends, providing students with

practical knowledge and valuable networking opportunities. Top of Form Bottom of Form

3. Personalized one-on-one counselling sessions further help students identify their career goals, strengths, and areas for improvement. These tailored sessions ensure a focused approach to career planning and development. For students preparing for competitive exams like NET, GRE, GMAT, CAT, and UPSC, the institution offers specialized coaching classes and workshops.
4. The alumni mentorship program is another significant initiative, connecting current students with successful alumni from various fields. This program allows students to gain firsthand insights and advice from those who have navigated similar career paths and competitive examinations.
5. Workshops on resume writing, interview preparation, and professional etiquette helps students to understand job market trends, and secure internships or job placements. Recognizing the importance of holistic development, the institution offers comprehensive soft skills training programs. These programs cover communication skills, leadership, teamwork, and other interpersonal skills critical for professional success.
6. Additionally, a digital resource library has been created, providing access to a wide range of career-related materials, including e-books, research papers, and industry reports. Regular updates ensure the latest information and trends are available, aiding students in career planning and competitive exam preparation.
7. Furthermore, collaborations with industry partners and academic institutions offer internships, project work, and research opportunities, giving students real-world experience and enhancing their employability.

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 initiatives are undertaken by the institution for:

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

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

5.1.5

Pre-admission Counselling Services, Online Admission and Related Activities at DDE

Response:

5.1.5 Pre-Admission Counselling Services, Online Admission & Related Activities at DDE

1. Pre-admission counselling

- In-house faculty counsel the students to choose appropriate specialisation/course related to their academic qualifications and career prospects during the months of January to March and June to September.
- Counselling is provided for online application, registration and Online payment using individual dashboard through SAMARTH Portal.
- Detailed instructions/walk-through for online admissions is provided in the website.
- A scheduled orientation programme is conducted separately for UG, PG and MBA students during every session of admissions.
- Admission queries are attended in three modes namely, in-person, telephone and email.

2. Online Admission & related Activities

- Once the notification for online admission is released, the necessary and important steps are listed in

the webpage of Distance Education for creating a one stop point for easy and proper registration.

- The instructions include:
 - o Keep digital (scan copies) of the following documents ready before you start filling up the admission forms. Upload only scanned Copies. Digital photos should not be uploaded. If the documents are not legible, applications will be summarily rejected
 - o Students are requested to create Academic Bank of Credits (ABC) ID in Digi Locker as per the guidelines of Distance Education Bureau (DEB), UGC and fill in the number in the application form. Also, it is to be noted that you are required to link your mobile number to Aadhar card to create the ABC ID in Digi Locker.
 - o Decide whether you are applying for Conventional Mode (Jan-Feb and Jul Aug admissions) or TPI Mode (Jul-Aug admissions only). Refer Directorate of Distance Education, Pondicherry University website for more details on TPI mode. You cannot change mode once you have submitted the application
 - o Decide which course / Specialisation you are to select. Once selected, you cannot change course or specialisations
 - o Check your eligibility for the course you are applying before submitting the application
 - o Upload scanned / digital copy of passport size photo only (to be used in the ID card)
 - o Ensure you are entering the accurate spelling/ details for the following before submitting the profile section in the application

- During the admission process, learners can avail the benefit of fee concessions under any one of the below mentioned categories only upon submitting the certificate of proof from competent authority at the time of admission.

- o 100% Tuition Fee Concession is extended to Differently abled persons.

- o 50% Tuition Fee concession is extended to non-teaching employees of Pondicherry University and their wards (Group B, C & D only); Defence Personnel in Indian Armed and Para-military Forces; Widows; Deserted Women; Prisoners and Transgender.

- Academic query clarifications are provided 24/7

File Description	Document
Preadmission counselling services provided by the institution both on-line and off line	View Document
Any other relevant document	View Document

5.1.6

Dispatch of Study Material to Learners by DDE

Strategy followed by DDE for dispatch of study material to learners

Response:

As a routine practice, study material for students of first semester are sent before the commencement of Personal Contact Programme classes through Business Parcel

Service of India Post.

- Barcodes are used for easy tracking of delivery of SLMs and the same are provided to the students for tracking.
- Labelling systems are also automated and eases out the process.
- In cases where the SLMs are returned back to this office, the students are contacted for verification of their correct address and arrangements for re-despatch are taken care.

File Description	Document
Any other relevant information	View Document
Material dispatch related activities at DDE	View Document

5.1.7***Attending to learners' queries in DDE***

Modes/approaches employed by the DDE to attend to learners' queries include:

- 1. Automated interactive voice response system***
- 2. Call centre***
- 3. Online Help Desk/ teleconferencing/ Web-Conferencing***
- 4. Social media***
- 5. App based support***
- 6. Chat Box***
- 7. E-mail Support***
- 8. Learner Services Centre/ Inquiry Counter***
- 9. Postal communication***
- 10. Details of Student Grievance Redressal Cell (SGRC)***

Response: C. Any 4-5 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Details of DDE's support system in social media	View Document
Links to teleconferencing/web conferencing facility including automated voice response system	View Document
Links of contact emails for support hosted in institutional website	View Document

5.1.8

Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances.

Percentage of grievances received at HQ and redressed during the last five years..

Response: 100

5.1.8.1 Number of grievances received at HQ that are redressed year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
216	42	75	56	53

5.1.8.2 Number of grievances received at HQ year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
216	42	75	56	53

File Description	Document
Report of internal grievance redressal system submitted to concerned committee	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years..

Response: 60.73

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
2310	1925	1764	795	668

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: 38.6

5.2.2.1 Number of outgoing students progressing to higher education..

2023-24	2022-23	2021-22	2020-21	2019-20
1250	625	525	320	314

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	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..

Response: 6.81

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

Response: 1044

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: 44

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
18	15	6	00	5

File Description	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

Response:

1. Pondicherry University recognizes the pivotal role of student representation in fostering a conducive academic environment and ensuring the welfare of its student community. Central to this framework is the Student Council, an elected body that serves as the voice of the students and actively participates in various academic and administrative committees within the university. The Student Council at Pondicherry University plays a multifaceted role in representing student interests, advocating for their needs, and promoting a culture of inclusivity and student engagement. It acts as a liaison between the student body and the university administration, facilitating constructive dialogue and contributing to decision-making processes.
2. Students' Council as a body negotiates the demands and grievances of the students with the authorities. These include not only academic concerns but issues of infrastructure, security, transport connectivity, better health access (monitoring efficiency of emergency care) and cultural in aiding a conducive atmosphere of national integrity. Many of these demands have yielded positive results for example in extending the reading hours in library, transport connectivity to the city, cafeteria and on campus security. The University also has an exclusive Student Welfare Office with a Dean and Deputy Dean (both faculty), who oversee and coordinate all needs and

grievances of students.

3. In academic and administration as is relevant, students are well represented in the committees like Women's Cell, the Internal Complaints Committee and, Special Reservation Cell. Students participation can actively be seen in the Programme Committee of each department/centre that closely monitors the teaching-learning process. Besides these, the students, faculty and non-teaching staff of the university participate in the events organized as part of the cultural-diversity celebrations. The office of the Dean, Students' Welfare brings to the notice of the student's about various circulars and program details regarding career guidance, counselling etc. received from various institutions and Universities in India and abroad from time to time.
4. The Student Council at Pondicherry University serves as a cornerstone of student representation and engagement, ensuring that student perspectives are integral to the decision-making processes for a holistic educational experience that prepares students for future challenges and opportunities that in turn shape the university's academic and administrative landscape.

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 fests

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: 3663.3

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

Response: 3663.3

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

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

Response:

- 1.The Alumni Association of university and its departments serve as a vital link between the University and its alumni. Various schools within the University hold alumni meetings at the school or department level.
- 2.Additionally, alumni members contribute financially to support their respective departments initiatives by extending donations, fund scholarships, research projects, and infrastructure improvements, significantly enhancing the educational experience for current students. It is noteworthy that some departments have registered their Alumni Association under the society Registration Act formalising their role and activities to support the University and its community.
- 3.Alumni contributions and engagements are crucial aspects of the ongoing success and development of Pondicherry University. Alumni play diverse roles in supporting their alma mater, ranging from financial donations to mentoring current students and participating in institutional events. Their involvement strengthens the institution's community, enriches the student experience, and sustains the legacy of excellence.
- 4.Many alumni engage actively as mentors to current students, offering guidance, career advice, and networking opportunities. Mentorship programs connect students with professionals in their fields of interest, facilitating internship placements, job referrals, and skill development.
- 5.Alumni frequently return to campus to deliver guest lectures, conduct workshops, or participate in panel discussions. These sessions provide students with insights into industry trends, real-world experiences, and practical knowledge that complement their academic learning.
- 6.Alumni serve as ambassadors for their alma mater, promoting reputation and achievements within their professional and social circles. They advocate for the institution's values, programs, and initiatives, helping to attract prospective students, faculty, and donors.
- 7.Alumni contributions and engagements are integral to the holistic development of Pondicherry University. They create a symbiotic relationship where alumni continue to benefit from their alma mater while actively contributing to its continued success and reputation in the broader community. Through their support, expertise, and dedication, alumni ensure that future generations of students have access to a thriving educational environment and opportunities for personal and professional growth.

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 Vision and mission of the institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, de-centralization, participation in the institutional governance and in their Short term and Long term institutional perspective plan.

Response:

1. The Vision and Mission Statement of Pondicherry University are to maintain and enhance excellence as a leading institution of higher learning. This is achieved through exceptional teaching and world-class research, aiming to produce well-rounded graduates fully equipped with lifelong skills to provide leadership. The core values like accessibility, equity, equality, efficiency, transparency and accountability are well embedded in its academic and administrative governance.
2. The core values further emphasize on innovation and interdisciplinary approach blending sciences, humanities and social inquiry and literary and linguistic studies through digital technology. This commitment is well reflected in the dynamic academic progress and research publications.
3. Pondicherry University implemented the National Education Policy (NEP) starting in the academic year 2023-24. Initially, 11 courses were introduced under this policy, and expanded to 28 programs across all stream of disciplines. The introduction of interdisciplinary courses and internship partnerships clearly demonstrates the university's commitment to adhering to NEP guidelines. Value-added, Ability Enhancement and skill development courses have also been introduced in alignment with the NEP curriculum.
4. Courses on environment, Water, and Climate action have been integrated into the NEP curricula. As part of these efforts, waste-management practices and organic composting are actively implemented. Additionally Green Audit, Gender Audit, Water Audit, Energy Audit, Accessibility Audit and Waste Audit are conducted to promote institutional sustainability. The use of battery-operated vehicles for students and staff transportation further underscores the University's commitment to sustainability.
5. The University upholds principles of decentralization and participative leadership. Policy decisions are made through statutory bodies such as The Court, The Executive Council, The Academic Council, The Finance Committee, and Building Committee. The leadership team includes the Vice-Chancellor, The Director (Studies, Educational Innovation & Rural Reconstruction), The Director (Culture & Cultural Relations), The Registrar, The Finance Officer, Deans of the Schools and Head of the Departments.
6. Academic affairs like entrance examinations, semester exams, and results declaration, are managed by the Academic Section and the office of the Controller of Examinations in collaboration with various departments, schools and Centers. Industry experts are involved in syllabus revisions as members of Board of Studies in order to bring in their expertise.
7. As a part of "Digital India Programme", Pondicherry University initiated several digitalized services with in-house applications such as Faculty Management System (FMS), Leave Management System (LMS), Faculty Profile, Pensioners Portal, SAMS/RMS. Apart from this,

University also adopted various modules under “SAMARTH” like Students Life Cycle, Academic Bank of Credits (ABC), Evaluation & Grading, Students Feedback, Programme Management, Human Resource Management, Pay Roll Management System, Bill tracking System, Knowledge Management System, Research & Project Management System and many more in pipeline to be adopted.

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 set-up, appointment, service rules, procedures etc.

Response:

1. Pondicherry University has outlined a series of initiatives in its institutional perspective policies and plans, like expansion of global partnership network through MoUs; Policies regarding the purchase and procurement through GEM portal, SAMARTH-Purchase Management System, Inventory Management System; Acts, Statutes and Ordinances are in compliance with the sustainable institution; Framing of Sustainable Development Goals (SDG) specific policies and sub-policies; Comprehensive Green Protocol for Educational Institution; Rigorously adheres to GFR guidelines for all financial practices and procedures like Cadre Recruitment Rule (CRR), UGC- Career Advancement Scheme (CAS), UGC guidelines for faculty recruitment services.
2. The University has well-defined statutory bodies that are responsible for approving the annual reports and accounts. The bodies include stakeholders from within the University and representatives from the UGC/MoE/GoI. The University's officers, including the Vice-chancellor, Registrar, Controller of Examinations, and Finance Officer, operate within the framework of the University's Acts and Statutes, adhering to the DoPT guidelines for personnel matters. Internal promotions for non-teaching staff are managed by the Departmental Promotion Committee (DPC), which includes an external member.
3. The Vice-Chancellor promotes staff participation through decentralized administration, forming various committees such as the Academic Council, Doctoral Committee, Grievance Redressal Committee, Anti-Ragging Committee, Women's cell and the Internal Complaints Committee (ICC).
4. As a part of institutional perspective plan, an important initiative that was achieved and implemented successfully is the installation of 2.4 MW solar grid with a cost of 13 crores. This includes rooftop installations on various buildings and solar panels. This initiative saves the

University over one crore annually in electricity costs. Through these solar power projects, the University conserves one-third of its energy costs, benefiting from world-class electrical infrastructure that reduces power disruptions and maintenance expenses.

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
Provide the relevant information in institutional website as part of public disclosure	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:

1. To encourage faculty, University has a practice to felicitate the teachers for their teaching excellence and student reach. Identification of Best Teacher is meticulously done through a survey that covers all academic dimensions including the utility of ICT tools in teaching and learning. Every year on the occasion of Teacher's Day, these awards are presented. The analysis report will be shared with all the teachers to identify their strengths and weaknesses.
2. The University offers various welfare measures for teaching and non-teaching staff, including advances for medical treatment, medical cost reimbursement, insurance coverage for all staff and students, and funeral expenses for deceased employees. University has an established enabling unit for Higher Education for Persons with Special Needs (HEPSN) with the vision to create inclusive institution, accessible infrastructure and ensuring equity in higher education.
3. Presence of Womens' Cell and ICC play a crucial role in addressing gender-based issues, providing support and redressal mechanisms for grievances, and promoting gender sensitivity and equality. These measures guarantee in providing an inclusive cum safe environment by ensuring that all members of the institution can work and study without fear of harassment or discrimination and also foster a culture of respect and dignity.
4. Under welfare schemes, the University has established a Child Care Centre for the children of employees. Additional amenities include canteen facilities, gyms, a Day Care Centre, and a Health Centre, AYUSH-Siddha Unit with ambulance support. University has provided adequate number of quarters for both non-teaching and teaching staff within the campus premises. Further, as per the GoI guidelines, University adopts the schemes such as paternity, maternity, child care leave etc., For better wellbeing and recreational mode, the Directorate of Physical Education organizes various sports and games for all stakeholders including the wards of the employees.
5. The campus also features a shopping complex, post office, and ATMs. Moreover, the University has a Cooperative Credit Society that offers loans at reasonable interest rates.
6. Career development fosters professional growth, encourages adoption of innovative teaching methodologies, and enhances their academic contributions which ultimately benefits the student community. For non-teaching staff, career development ensures the development of essential administrative skills that improves institutional efficiency, and enhances job satisfaction. The University takes care of career development of teaching and non-teaching staff through the different courses conducted like Orientation, Training programs, Faculty Development Programme, Refresher Courses, Workshop, Short-Term Courses and Webinars through UGC-Malaviya Mission Teacher Training Centre (MMTTC).
7. The University has enhanced the Career Advancement Scheme (CAS) evaluation process to align with UGC guidelines and uphold academic integrity of the faculty members. The performance of non-teaching staff is assessed through Confidential Report for career advancement and increments. The Recruitment Rules (RR) Policy provided by the UGC/GoI for the direct recruitment and promotion of non-teaching staff, has been adopted and implemented by Pondicherry University. For non-teaching staff, the Modified Assurance Career Progression (MACP) will be conducted as and when the employees satisfies the eligibility. Compassionate appointments will also be given the wards of the deceased employees.

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: 16.85

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
81	66	32	43	89

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

6.3.3

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

Response: 30.55

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
167	103	68	131	95

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

1. The university obtains financial support from the University Grants Commission through Annual Allocation (recurring and non-recurring). Funding is sourced through research projects granted by diverse funding agencies. Additionally, the university secures funds from corporate entities and philanthropists to establish endowments. All funds are allocated and utilized in accordance with established norms and guidelines.
2. Major financial resources of the University are mobilised from the fee collected from students and from the grants received from various funding bodies viz., UGC, DST, CSIR, DBT, DRDO, etc. University has an initiative and practice in encouraging the students by awarding the Merit scholarships, Merit-cum-Means Scholarships. Further, gold medals are instituted for honouring outstanding students out of the donations collected from individuals or institutions and alumni as well as from the University fund.
3. Salary, Recurring (Pension, Pensionary Benefits, Non-Net Fellowship & Other Charge) and Capital Assets expenditure of the University and Receipts of the University are part of Annual Allocation. General Development Grant (Plan) deals with the expenditure related to the developmental activities out of the annual plan provision released by the UGC and corresponding receipts. Earmarked Special Fund (EMSF) deals with grants from the Government of India, UGC and various agencies like DST, CSIR, DBT etc for specific purposes like research, conduct of seminars, conferences, disbursement of scholarships to research scholars, etc. Debt and Deposit, GPF, CPF and University Funds deals with the receipts and expenditure from funds of the nature

of General Provident Fund, Contributory Provident Fund.

4. The University has a financial policy, which ensures effective and optimal utilization of finances for academic, administrative and development purposes. The University has the Planning & Development (P&D) and Finance divisions to ensure the funds are monitored and utilized in an effective manner through various committees. For institutional development in terms of building constructions and enhancing the infrastructure, University has a provision through HEFA (Higher Education Funding Agency).

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: 15983

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
3579	2300	2400	4600	3104

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

Response:

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

1. The university's financial management will be monitored under the leadership of The Finance Officer, a statutory officer who will do a general supervision over the funds (recurring and non-recurring grants), advises on the institute's financial policy, responsible for taking necessary steps & directions for university's expansion and preparation of annual accounts & proposal of budget towards University's regular functioning and development.
2. The University has a Finance Committee that meets twice a year to examine the accounts and also to scrutinise proposals for expenditure. This committee is comprised of both internal and external members who offer a well-rounded viewpoint on financial supervision. This committee plays a crucial role in maintaining continuity in the finance section's record-keeping and fund management. The prime focus is on verifying whether the funds allocated to the University are utilized in accordance with their intended purposes. This verification ensures that financial practices are transparent and that resources are being used effectively.
3. Besides this, the University employs a robust internal audit mechanism conducted by statutory auditors at regular intervals as part of its compliance framework. Internal auditors serve as consultants, ensuring the organisation's risk management, governance, and internal control processes are very effective in addressing the institution's protection. While internal audits are ongoing and continuous, external audits verify and certify the University's income, expenditure, and capital expenditure. Audited annual accounts report will be sent to the University Grants Commission (UGC) at the end of every audit cycle.

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)

Response:

1. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in elevating a university's profile on the global stage by ensuring continuous improvement and maintaining high quality across all academic and administrative sectors. Over the past five years, IQAC has fronted numerous initiatives aimed at enhancing teaching-learning processes, fostering research excellence, and optimizing administrative operations.
2. One of the important activities of IQAC is the rigorous monitoring of faculty performance through systematic student feedback evaluations. These evaluations provide valuable insights into faculty strengths and weaknesses across key indicators, facilitating targeted improvements in teaching methodologies and academic delivery.
3. Furthermore, the university actively engages with alumni, parents, and employers to collect feedback on various parameters. This feedback is meticulously analysed using SWOC (Strengths, Weaknesses, Opportunities, Challenges) analysis, enabling IQAC to formulate comprehensive recommendations for enhancing infrastructure, amenities, and overall educational offerings.
4. In addition to external stakeholder feedback, IQAC also seek inputs from faculty members regarding infrastructure, academic support, and campus amenities. This feedback mechanism ensures that faculty perspectives are integrated into institutional planning and resource allocation processes.
5. IQAC goes beyond traditional quality assurance measures by organizing several best practices and initiatives aimed at national development such as sustainability, governance, and technology. These include initiatives like Green Audit, Gender Audit, Sophisticated Equipment Audit and Accessibility Audit, which promote holistic institutional growth and societal impact.
6. Sensitization programs form another crucial aspect of IQAC's activities, aimed at educating various stakeholders about key educational frameworks and global benchmarks. Programs cover diverse topics such as The National Education Policy (NEP), THE Impact Rankings, NIRF (National Institutional Ranking Framework), and Sustainable Development Goals (SDGs). These initiatives ensure that the university remains abreast of global educational trends and benchmarks, fostering a culture of continuous improvement and innovation.
7. Recognizing the importance of a motivated and satisfied workforce, IQAC has designed specific feedback mechanisms for non-teaching staff. These initiatives measure job satisfaction levels, work-life balance, and the availability of career development opportunities and amenities within the campus, thereby addressing staff welfare comprehensively.

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: B. Any 4 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 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:

1. The Internal Quality Assurance Cell (IQAC) has actively undertaken several initiatives to enhance institutional quality and promote sustainability. Key activities include conducting green, gender, sophisticated equipment and accessibility audits to ensure the institution meets environmental, gender equity, and accessibility standards. Sensitization programs on NEP and

various rankings to the stakeholders of the university, along with initiatives such as drafting policies for all Sustainable Development Goals (SDG) were organised. Further, to know about the employee engagement and satisfaction, the IQAC has come out with a trilingual questionnaire for non-teaching staff which is an integral part in promoting inclusivity and supporting institutional development.

2. Based on the increase in admissions and new recruitment of staff and also introduction of new programmes under NEP, the university has prioritized its institutional development plan by constructing academic buildings, quarters and common amenities through HEFA and UGC funding. This expansion is complemented by increased hostels and shared amenities, including a cafeteria, and improved internet bandwidth. Mobile towers from BSNL and Airtel have been installed to ensure strong connectivity throughout the campus.
3. The implementation of green initiatives, such as the Solar Plant, which is the largest in any educational institution spreading over 15 buildings, 2 car parks and 2 land parcels. All these ensures the institution adheres to environmental compliance. Pondicherry University has also taken good number of modernization efforts that includes automating the operating e-battery vehicles, and offering bus transport services.
4. On the technological front, the institution has integrated the SAMARTH system to streamline administrative and academic processes. Additionally, the rollout of NEP programs for both undergraduate and postgraduate courses significantly enhance its academic offerings. These programmes are framed inline to the course learning framework of NEP. In addition, University received AICTE approval for all MBA and M.Tech programs. Collaboration opportunities have expanded through a growing number of MoUs with national and international institutions for student/faculty exchange and collaborative research. Under this, MA Seal integrated programme is successfully implemented with student exchange.
5. For better opportunities to students to gain internships, interact with entrepreneurs, university a dedicated centre like ACIC, PUSH, IIC, and Director (Research & Development Cell). To meet the ethical guidelines issued by UGC, University has Turnitin in place for plagiarism check. Course content development is also one of the important step that university has initiated, some of the faculty members have created course contents in SWAYAM and the courses are received.
6. Among many initiatives taken by the university, another important one is recruiting the teaching and non-teaching staff, this is done through recruitment portal, which is an in-house application. A total of 133 faculty member were recruited, 35 non-teaching staff were appointed and 67 were regularised.
7. Furthermore, policies for ICT, consultancy, and SOPs for MoUs, Cultural activities and single use place have been formalized and in implementation. A zero-tolerance policy is in place, with the appointment of an ombudsman and anti-discrimination officer, reflecting the institution's holistic approach to excellence and student welfare.

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 Gender audit and measure for the promotion of gender equity

Response:

1. Gender and diversity audits are essential for higher education institutions to promote inclusivity, equity, and quality assurance. As enrollment ratios and diversity in Indian higher education continue to rise, these audits become increasingly important. At Pondicherry University, a comprehensive gender and diversity audit was undertaken to address the growing presence of women and non-binary individuals that enhances the inclusivity & equity of the campus environment. This audit was part of a broader strategy to align with Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 5 (Gender Equality).
1. The audit employed a participatory approach, engaging key stakeholders-including students, faculty, and staff-through surveys and interviews. It followed globally recognized frameworks and models for gender audits to ensure a thorough and structured evaluation. The audit aimed to assess the current status of gender and diversity mainstreaming at the university, in line with international standards for educational excellence and gender equity.
2. The university has implemented several best practices to enhance gender and diversity inclusion. It has organized gender sensitization and empowerment programs, including initiatives focused on career awareness for underprivileged girls, the Prevention of Sexual Harassment (POSH) Act, and health and fitness. These efforts are in line with SDG 5 (Gender Equality).
3. Grievance redressal mechanisms have been established, such as the Students Grievance Redressal Committees and a panel of mental health professionals, to foster a supportive and inclusive environment. Additionally, the university has launched initiatives like the 'PU-Freedom Walls' for student expression, an e-vehicle prioritizing persons with disabilities and women, and free counselling services for students, reflecting its commitment to creating a more inclusive campus.
4. Faculty members from women's studies and other social science disciplines actively support students from transgender and queer communities through inclusive education, research, academic development, community engagement, and advocacy efforts. These actions signify a continued commitment to advancing inclusivity and addressing the diverse needs of the university community.

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

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. *Solar energy*
2. *Biogas plant*
3. *Wheeling to the Grid*
4. *Sensor-based energy conservation*
5. *Use of LED bulbs/ power efficient equipment*
6. *Wind mill or any other clean green energy.*

Response: A. Any 4 or more of the above

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

7.1.3

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

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

Response:

1. Since the Notification on Waste Management Rules by the concerned Ministry of Environment, Forests and Climate Change, Pondicherry University is making every effort for its compliance. Proceeding this Pondicherry University also jointly drafted the "Comprehensive Green Protocol" for regional sustainability. For better sustainable management of solid and other wastes, the university has formed a team comprising of Civil Engineering Wing, Hostel Office (Boys and Girls), Project Management Consultancy Services, Sanitary Workers, House-keeping Staff, Office of Green Campus.
2. Apart from this, adhering to the 'Rules', 'Notifications' and 'Comprehensive Green Protocol' the University has developed the 'Policy for Sustainable Waste Management' complementing Goal 12: Responsible Production and Consumption. A comprehensive Green Protocol was drafted for campus and regional sustainability. A dedicated 'Office of Green Campus' was initiated to carry out 'green campus initiatives' for the compliance of Green Protocol, Notified Waste Management Rules and University Grants Commission Notifications (SATAT Framework)
3. The following are the measures taken: **Solid waste management** – color coded bins were provided for source segregation of solid and sanitary napkin wastes. **Liquid waste management** – centralized water treatment system is in progress

(constructed wetland – eco technology). **Biomedical waste management** – Authorization obtained from the Competent Authority PPCC (a) and MOU signed with the Common Bio-medical Waste Treatment and Disposal Facility (CBWTF) Operator(b), **E-waste Management** – Buy Back Agreement with battery companies, **Waste recycling system** – horticulture waste are composted and not mixed with the waste stream, **Hazardous chemicals and radioactive waste management** – is under progress in association with the Regional Enforcing Authority PPCC.

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

7.1.4

Water conservation facilities available in the Institution:

- 1. Rainwater harvesting***
- 2. Borewell /Open well recharge***
- 3. Construction of tanks and bunds***
- 4. Wastewater recycling***
- 5. Maintenance of waterbodies and distribution system in the campus***

Response: A. Any 4 or all 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***Response:**

1. Pondicherry University focus on Green initiatives for promoting sustainability and healthier environment through eco-friendly practices like energy conservation, waste management, and biodiversity preservation. This initiative encourages responsible resource use, and sets an example for sustainable living.
2. Solar plant at university plays a vital role in decreasing dependence on non-renewable energy, reducing carbon emissions, and lowering electricity expenses. It also demonstrates sustainable practices in action, promoting environmental consciousness among students. Solar energy power many facilities, while sensor-based energy conservation in ladies' hostels and the use of LED bulbs on streets and in academic buildings has significantly reduce energy consumption.
3. E-battery vehicles and charging points across campus promote eco-friendly transportation, reducing carbon emissions and fostering sustainable mobility. Regular planting of saplings enhances green cover, supports biodiversity, and contributes to a healthier environment.
4. Sewage treatment plant efficiently manage waste water and used for watering the plants and green landscapes.
5. Green compliance initiatives in the campus promote eco-friendly practices, and solid waste management systems use coloured bins to segregate waste, including sanitary napkins. Biomedical waste management also follows strict guidelines, with authorization from the Pollution Control Board (PPCC) and an MoU is functional with the Common Bio-medical Waste Treatment and Disposal Facility (CBWTF) operator. E-waste management is supported by a buy-back agreement with battery companies.
6. Rainwater harvesting and percolation systems help conserve water by collecting rainwater and allowing it to seep into the ground, replenishing groundwater levels. This sustainable practice reduces water wastage and supports water conservation efforts across the campus.
7. The university also promotes environmental well-being through Green Landscapes, Herbal Gardens, and Peace Gardens. These spaces enhance biodiversity, improve air quality, and offers a tranquil environment for reflection and relaxation providing a serene atmosphere, fostering mindfulness and well-being for all the stake holders.
8. In line with global commitment on "Zero Waste Campus for Sustainable City and Municipality" that was declared by the United Nations, a campaign was initiated in collaboration with Pondicherry University, Local Administrative Department, and Oulgaret Municipality of Puducherry wherein the Bulk Waste Generators in the Oulgaret Municipality of Puducherry were given awareness and training in Compliance with the Rules and Bye Laws.
9. On the occasion of World Ocean Day Celebration, Pondicherry University and Oulgaret Municipality partnered with a host of stakeholders, citizens, and students and organised a clean-up drive on Kalapet Beach, highlighting the importance of community action in pollution control and conservation of ocean resources. Through this drive, about 250 kg of trash from across a span of 1000 metres along the beach was collected.
10. Notably, the Government of India has recognized the University with the award of 'Districts Green Champion' for the year 2021-22, for successfully implementing the Swachhta Action Plan, through best green practices and sustainability index activities that are in line with sustainable waste management, water management, energy management, sanitation, hygiene, and greenery management.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

1.Green audit /Environment audit

2. Energy audit

3.Clean and green campus initiatives

4. Beyond the campus environmental promotion and sustainability activities

Response: A. All of the above

File Description	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

Response:

1. In line with the UGC communication and guidelines regarding compliance with the Rights of Persons with Disabilities Act, 2016 and in consonance to the National Education Policy NEP that highlights inclusive practices to ensure quality education, Pondicherry University ensures a differently-abled (Divyangjan) friendly, barrier-free environment to promote accessibility and inclusivity.
2. The campus facility is designed to provide a comfortable and accessible environment for all. It features ramps, elevators, and accessible pathways for easy mobility, along with specially designed restrooms and designated classroom seating for added convenience. Additionally, ramps with railings, audio supported elevators; e- battery for PwD, desktops with document readable software, wheel chairs are some of the facilities that makes it a barrier-free infrastructure ensuring that everyone, including differently-abled individuals, can fully participate in all aspects of university life without restrictions.
3. Additionally, the institution supports learning through assistive technologies and tailored services for students with visual, auditory, or cognitive impairments. These initiatives demonstrate the institution's dedication to provide an inclusive, equitable space where differently-abled individuals can actively engage in academic, social, and cultural activities without obstacles.
4. Pondicherry University provides free education to differently-abled students in all the programmes. The Central Library houses the state-of-the-art Louis Braille Centre for the Visually-impaired students and scholars to access content using assistive technologies and gadgets. However, with significant addition to campus infrastructure, amenities and services over the years, and increasing student enrolment.
5. The HEPSN (Higher Education for Person with Special Needs) Cell of Pondicherry University actively conducts online meetings with differently-abled students and serves as a service point to various requests from the students. University has also appointed Liaison and Grievance Redressal Officer for Persons with benchmark disabilities.
6. Recently, under the initiatives of IQAC, an Internal Accessibility Audit (IAA) was conducted to study and access the facilities in the campus. This accessibility audit focused on the physical environment (space, buildings and amenities) only. The goal of Accessibility Audit was to identify barriers that may hinder the participation and engagement of differently-abled stakeholders and to implement measures that promote equal access and opportunity.
7. Conducting an Accessibility Audit helped in identifying areas that needed improvement, and to implement necessary changes, and create a campus environment that prioritizes inclusivity.

File Description	Document
Signage including tactile path, lights, display boards and signposts	View Document
Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc	View Document
Divyangjan friendly washrooms	View Document
Built environment with ramps/lifts for easy access to classrooms	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, socio-economic and such other diversities (within 500 words)

Response:

1. The University is committed to creating an inclusive environment for both students and employees, evident through a range of initiatives designed to embrace and promote cultural, regional, linguistic, socioeconomic, and other diversities on campus. With a multicultural student and faculty base, the University actively fosters an environment of inclusivity and respect.
2. One of the University's key initiatives is the celebration of patriotic events such as Republic Day, Independence Day, Gandhi Jayanti, and Dr. B.R. Ambedkar's birthday. These events are celebrated with enthusiasm by both students and staff, reflecting a shared commitment to national values and unity. Additionally, the National Service Scheme (NSS) plays a vital role in exposing students to the challenges faced by socio-economically disadvantaged populations. Through NSS activities, students engage with and contribute to the community, bridging the gap between the institution and the broader society.
3. Healthcare initiatives are another significant aspect of the University's inclusivity efforts. Regular healthcare camps are organized in rural areas, which include school health programs aimed at improving the health and well-being of underserved communities. Community service extends to Pulse Polio and other vaccination programs, as well as blood donation camps, which support public health and demonstrate the University's commitment to social responsibility.
4. The University also hosts special events to celebrate and promote cultural diversity on campus. These events provide opportunities for students and staff to engage with and appreciate the rich variety of cultural traditions represented within the University community.
5. The Equal Opportunity Cell is a pivotal component of the University's efforts to support disadvantaged individuals or groups. This Cell addresses issues related to discrimination and handles grievances from members of marginalized communities. By offering support and suggesting amicable solutions, this ensures that problems are resolved effectively, contributing to a more equitable and supportive campus environment.
6. The University's initiatives reflect a strong dedication to inclusivity, embracing a wide range of diversities and fostering a campus culture that respects and values each individual's unique background and contributions. Through its diverse programs and support mechanisms, the University continues to build an environment where all students and employees feel valued and included.

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

7.1.9

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

Response:

1. The University recognizes that education extends beyond traditional classroom instruction and is committed to nurturing students into responsible citizens who contribute to the nation's progress and development. In addition to offering formal postgraduate education, the University undertakes several initiatives to instill a sense of civic duty and national responsibility among its students and employees.
2. To promote awareness of constitutional obligations, rights, and responsibilities, the University organizes various activities aimed at sensitizing the campus community. Students are encouraged to engage in extracurricular activities such as the National Cadet Corps (NCC) and the National Service Scheme (NSS). These programs not only provide valuable experiences but also foster a deeper understanding of national values and responsibilities.
3. Study tours are arranged to help students appreciate and protect the country's cultural heritage. These tours offer practical insights into the significance of preserving cultural landmarks and traditions. In addition, the University conducts special lectures on the Constitution of India, featuring subject experts who discuss the importance of the Indian Constitution, fundamental rights, duties, and the values of citizenship. These lectures enhance students' understanding of their civic roles and responsibilities.
4. The University also organizes various programs to honor the nation's struggle for freedom and to respect national symbols such as the National Flag and National Anthem. These events serve as important reminders of the historical sacrifices made for the country's independence and instill a sense of patriotism in students and staff alike.
5. Environmental consciousness is another key area of focus. The University encourages students to participate in plantation drives both on and off-campus, aiming to promote a clean and green environment. These initiatives help students contribute to environmental sustainability and develop a sense of responsibility towards nature.
6. Through these diverse activities, the University aims to equip students with the knowledge and values needed to be engaged and responsible citizens. By integrating civic education with academic learning, the University ensures that students are not only well-prepared for their professional careers but also for their roles in society.

File Description	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 by the Institution as per the NAAC format provided in the Manual.

Response:

CENTRAL INSTRUMENTATION FACILITY (CIF)

Objectives of the Practice:

- To provide state-of-the-art sophisticated equipment and facilities for advanced research, interdisciplinary collaboration, enhance technical skills in science and engineering disciplines.

The Context:

- By centralizing these resources, the CIF enhances the capacity for high-quality research and development, fostering a collaborative environment where innovation and scientific progress can thrive. This approach maximizes resource utilization & promotes a culture of shared expertise through hands-on-training in both academia-cum-research.

The Practice:

- The CIF handles the electronic service needs of major scientific instruments and provides mechanical fabrication for custom designs essential to scientific research. This state-of-the-art centre houses a wide array of sophisticated instruments to support diverse research activities.

Evidence of Success

- Improved efficiency & empowered researchers to produce more impactful and globally competitive work
- Fosters interdisciplinary research by offering shared resources enabling collaborations between departments leading to innovative projects by pushing the boundaries of scientific discovery.

Problems Encountered and Resources Required

- The acquisition and upkeep of advanced instruments require significant financial investment. Hence, continuous funding from the institution, grants, and also needs trained personnel are crucial to sustaining the CIF's operations.

STUDENTS ACADEMIC MANAGEMENT SYSTEM (SAMS) and RESEARCHERS ACADEMIC MANAGEMENT SYSTEM (RAMS)**Objectives of the Practice:**

- To streamline academic and administrative processes under the Choice Based Credit System (CBCS) and Ph.D. programs to enhance efficiency, transparency, and accuracy using automated software platforms.

The Context:

Implementing the CBCS and managing Ph.D. programs involve complex administrative tasks that require considerable time, resources, reducing paperwork and automating tasks such as course registration, fee payments, and research tracking. SAMS and RAMS ensure smooth and transparent operations by enhancing the user experience for students, faculty, and staff and allows institution to manage academic processes more effectively.

Evidence of Success

- SAMS and RAMS offers a user-friendly interface and has drastically reduced the manual workload involved in administrative tasks, resulting in quicker processing of academic functions.
- These systems have significantly minimized human errors and enhanced transparency across

various operations through remote login system and tracking of information on time-to-time basis.

Problems Encountered and Resources Required

- The initial setup and implementation of SAMS and RAMS demanded significant technical expertise and troubleshooting to ensure smooth integration with existing institutional systems. Addressing compatibility issues and aligning the platforms with current processes required dedicated effort and continuous adjustments.
- Comprehensive training was vital to help faculty, staff, and students navigate the new systems and utilize their features effectively. Ongoing support and resources are crucial to address any challenges or updates, ensuring that all users remain confident in using the platforms efficiently.
- Protecting sensitive academic data was a top priority. This involved implementing secure servers, encryption protocols, and conducting regular audits to prevent unauthorized access. Ensuring data privacy and security remains a continuous effort, safeguarding the integrity of academic information and maintaining user trust in the system.

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:

7.3.1 UNIVERSITY DISTINCTIVENESS

1.SUSTAINABLE PRACTICES

Sustainable practices in Higher Education Institutions (HEIs) encourage environmental responsibility and effective resource management, helping to cultivate a culture of sustainability within the campus community. Pondicherry University strongly believes in these practices and prepares future leaders to tackle global environmental issues. Few notable and unique practices in the campus include Green Audit initiative, Comprehensive Green Protocol that governs various aspects such as construction, demolition, and waste management.

Establishment of Office of Green Campus

Pondicherry University has firmly embraced the UGC Quality Mandate to address the climate crisis and safeguard the natural resources and surrounding environment of the campus. The Office of Green Campus has outlined the operational framework emphasizing four key principles:

- 1.Environmental Justice (Fundamental Duties, Article 51-A (g)),
- 2.The Precautionary Principle (Principle 15 of the Rio Declaration),
- 3.The Tipping Theory (focused on promoting positive actions), and
- 4.The concept of Picking Low Hanging Fruit (acknowledge the impact of small actions).

The scope of the initiative is crafted with carefully woven strategies, emphasizing easily achievable outcomes for the protection and conservation of the campus's natural resources. Simultaneously, the initiative aims to instigate a "change in attitude" among students and stakeholders under five key areas: Awareness Creation, Green Initiatives, Standard Operation & transformation, Dissemination, and Fundraising & Outreach. The Office of Green Campus, Pondicherry University drafted and conducted the following:

- 1.Comprehensive Green Protocol for Educational Institutions, Residences, Industries, and Others
- 2.Green Protocol for Wetlands
- 3.Standard Operating Procedure for the Elimination of Single Use Plastic
- 4.Conduct of Green Audit adhering to the NAAC Guidelines

Along with this, one more important initiative in bringing the policies and sub-policies for the Sustainable Development goals have been formulated by the collaborative and constructive efforts of Office of Green Campus, IQAC and Goal Specific SDG coordinators.

Solar Panels

Installing rooftop solar panels of 2.4 MW in the Pondicherry University is a forward-thinking move towards sustainability and energy self-sufficiency and one of the largest affordable and clean energy generation in an educational institution in India. By harnessing solar energy, Pondicherry University reduces dependence on fossil fuels, decrease energy expenses, and significantly lower the carbon footprints. This initiative promotes environmental responsibility while offering students practical learning opportunities in renewable energy and sustainability.

Sewage Treatment Plant (STP)

Pondicherry University has implemented an integrated and sustainable water management system focused on minimizing anthropogenic water discharge from human activities. A key component of this system is the STP. An eco-friendly wetland type STP is part of this strategy. The STP is funded by the Ministry of Education (MoE) under the Higher Education Financing Agency (HEFA) and is being implemented in three phases. On a daily basis, about 7 lakhs litres per day gets treated and will be used for horticultural activities, which helps reduce water usage within the university premises.

2. DAY CARE CENTRE AND PRE-PRIMARY SCHOOL

A child care facility in the name of Day Care Centre and Pre-Primary Education through its Pre-Primary School on the campus which is monitored by the School of Education of the University. Day care is designed to support the children of university employees (faculty and staff) as well as married research scholars. Pre - Primary School is meant for the wards of university employees however any vacant seats are also filled up by children other than wards of the university employees.

The day care centre is staffed by trained and dedicated caretakers, assisted by helpers. Additionally, school-aged children are also allowed to use the Day Care Centre during the summer vacation. Children at the centre are engaged in a variety of activities such as playing, learning good habits, participating in organized activities, singing nursery rhymes, and playing with toys and indoor activities.

Learning is made enjoyable and stress-free through play-based approaches, ensuring a smooth transition to top-quality primary education. A specially designed progress card tracks the child's development across all aspects of their personality. The classrooms are air-conditioned and equipped with computers, LCD projectors, and home theatres. Regular parent-teacher meetings are held to ensure ongoing communication.

3. SATELLITE CAMPUSES

Pondicherry University's satellite campuses play a crucial role in expanding access to quality higher education across various regions covering remote locations. These campuses are strategically located at Port Blair, Karaikal and Lakshadweep in order to support the students who cannot attend the main campus. These campuses offer specialized and professional programmes that address the unique needs of local communities. By decentralizing education, the university enables students from diverse geographical areas to access its academic resources without relocating. The satellite campuses maintain the same high standards as that of the main campus, featuring experienced faculty, modern facilities, and a focus on holistic development. They also contribute to regional progress by promoting educational opportunities, research, and community involvement. Pondicherry University's satellite campuses enhance the university's mission of providing quality education and disseminating knowledge across

different regions.

4. STUDENT DIVERSITY

Pondicherry University is renowned for its diverse student population, drawing learners from across India and around the world. This diversity creates a dynamic, multicultural campus that enriches the overall university experience. Students from various cultural, linguistic, and socioeconomic backgrounds come together to exchange ideas and perspectives, promoting inclusivity and global awareness and making a wealthy campus of cultural diversity, while enriching the academic and social environment. The presence of students from various states also creates a sense of unity in diversity, as they share experiences and learn from one another, preparing them for life in a diverse and interconnected world. They contribute unique perspectives, traditions, and languages, fostering a multi-cultural atmosphere where ideas are exchanged and celebrated.

The university's dedication to ensuring equal opportunities for all students is reflected in its inclusive policies, scholarships, and supportive environment. By embracing diversity, Pondicherry University equips its graduates with the skills to thrive in a globalized world, fostering tolerance, empathy, and cross-cultural communication. The university's vibrant and inclusive community stands as a testament to its commitment to creating a rich and dynamic educational experience for all students.

File Description	Document
Any other relevant information	View Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Pondicherry University achieved a ranking between 1201-1400 worldwide in the latest QS World University Rankings 2025, with participation from 5663 institutions across 106 countries. Among Indian universities and institutions, only 46 made it to the QS World University Rankings 2025. Pondicherry University excelled particularly in International Research Network and Citations per Faculty, while also demonstrating strong performance in Faculty Student Ratio, Employer Reputation, International Faculty, Academic Reputation, Sustainability, Employment Outcomes, and International Students. Furthermore, in the 2024 QS Sustainability Rankings, the University secured a global rank between 801-820 and 24th in India.

In the Time Higher Education Impact rankings, university has elevated its overall score of 64.5 - 69.8 with rank range 601-800, compared to last year's range of 59.7 - 66.7. Pondicherry University has made remarkable strides, excelling in SDGs such as Affordable and Clean Energy, Reduced Inequality, Responsible Consumption and Production, and Climate Action. Additionally, significant progress has been noted in SDGs including No Poverty, Good Health and Wellbeing, Clean Water and Sanitation, and Partnerships for the Goals. In NIRF, university ranked in the band width of 101-150 with a gradual progress in Teaching, Learning & Resources and Outreach and Inclusivity.

Pondicherry University has implemented a Green Audit initiative, highlighting several key strengths and commendable practices in environmental sustainability across its campus. The university has a comprehensive Green Protocol that governs various aspects such as construction, demolition, and waste management. The campus features a state-of-the-art Sewage Treatment Plant (STP) with a capacity of 7 lakh litres per day. The university has established Electric Vehicle Charging points, supporting the adoption of EVs and encouraging the university community to embrace sustainable transportation alternatives. The installation of rooftop solar panels 2.4 MW of power underscores its commitment to sustainable energy practices.

Concluding Remarks :

Pondicherry University is thriving to attain a global status through various measures that are multifaceted like expanding international collaborations to build strong academic network, quality research and innovations; increasing the research facilities in the departments/centres; supporting for commercializing patents & strengthening entrepreneurship through incubation centres, and automation of governance through e-office. Pondicherry University acts as a platform for younger generation to excel in their careers and enables them as leaders for societal transformation towards sustainable growth.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p><i>Number of certificate / value-added courses /Diploma Programmes offered by the institutions and online courses ofMOOCs, SWAYAM / e_Pathshala/ NPTEL and other recognized platforms where the students of the institution have enrolled and successfully completed during the last five years</i></p> <p><i>1.3.2.1. Number of certificate/value added courses/Diploma Programmeoffered by the institutions andonline 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</i></p> <p>Answer before DVV Verification : 1007 years Answer after DVV Verification: 55 years</p> <p>Remark : DVV has considered the supporting document and made changes accordingly and made output as 0 as no Relevant Document has been provided</p>																																								
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC, etc.) as per applicable reservation policy for the first year admission year-wise during the last five years</i></p> <p><i>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</i></p> <p>Answer before DVV Verification:</p> <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>3423</td><td>3082</td><td>3207</td><td>2919</td><td>2522</td></tr></table> <p>Answer After DVV Verification :</p> <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>1735</td><td>1450</td><td>1651</td><td>1379</td><td>1123</td></tr></table> <p><i>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</i></p> <p>Answer before DVV Verification:</p> <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>3860</td><td>3736</td><td>3738</td><td>3629</td><td>3300</td></tr></table> <p>Answer After DVV Verification :</p> <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>1943</td><td>1878</td><td>1881</td><td>1819</td><td>1627</td></tr></table> <p>Remark : DVV has considered the supporting document and made changes accordingly</p>	2023-24	2022-23	2021-22	2020-21	2019-20	3423	3082	3207	2919	2522	2023-24	2022-23	2021-22	2020-21	2019-20	1735	1450	1651	1379	1123	2023-24	2022-23	2021-22	2020-21	2019-20	3860	3736	3738	3629	3300	2023-24	2022-23	2021-22	2020-21	2019-20	1943	1878	1881	1819	1627
2023-24	2022-23	2021-22	2020-21	2019-20																																					
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2023-24	2022-23	2021-22	2020-21	2019-20																																					
1943	1878	1881	1819	1627																																					

2.4.3	<p><i>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</i></p> <p>2.4.3.1. <i>Total teaching experience of full-time teachers (for the latest completed academic year</i> Answer before DVV Verification : 8580 Answer after DVV Verification: 7812</p> <p>Remark : DVV has considered the supporting document and made changes accordingly</p>																				
3.1.2	<p><i>The institution provides seed money to its teachers for research (average per year)</i></p> <p>3.1.2.1. <i>Amount of seed money provided by institution to its teachersfor research year- wise during the last five years(INR in lakhs)</i> Answer before DVV Verification:</p> <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>8128.804</td><td>10613.23 1</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <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>132.63</td><td>37.49</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : As per the list of teachers who received seed money provided by institution for research in last 5 years. (teacher received below one lakh is not considered)</p>	2023-24	2022-23	2021-22	2020-21	2019-20	8128.804	10613.23 1	0	0	0	2023-24	2022-23	2021-22	2020-21	2019-20	132.63	37.49	0	0	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
8128.804	10613.23 1	0	0	0																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
132.63	37.49	0	0	0																	
3.1.3	<p><i>Percentage of teachers receiving national/ international fellowship / financial support by various agencies for advanced studies/ research during the last five years.</i></p> <p>3.1.3.1. <i>Number of teachers who received national / international fellowship / financial support from various agencies, for advanced studies / research; year-wise during the last five years.</i> Answer before DVV Verification : 299 Answer after DVV Verification: 40</p> <p>Remark : As per the attached document, there are 40 teachers who received financial and minor assistance is not considered</p>																				
3.3.2	<p><i>Number of awards received for research/innovations by the institution/teachers/research scholars/students during the last five years</i></p> <p>3.3.2.1. <i>Total number of awards received for research/innovations by institution/teachers/research scholars/students during the last five years.</i> Answer before DVV Verification : 252 Answer after DVV Verification: 125</p> <p>Remark : As per the attached list, there are 125 awards received for research and innovation.</p>																				

3.4.2	<p><i>Number of Patents awarded during the last five years..</i></p> <p>3.4.2.1. <i>Total number of Patents awarded during the last five years..</i> Answer before DVV Verification : 99 Answer after DVV Verification: 95</p> <p>Remark : DVV has considered the supporting document and made changes accordingly</p>																				
3.7.1	<p><i>Number of functional MoUs/linkage 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</i></p> <p>3.7.1.1. <i>Number of functional MoUs 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 year</i> Answer before DVV Verification : 126 Answer after DVV Verification: 101</p> <p>Remark : DVV has considered the supporting document and made changes accordingly</p>																				
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</i></p> <p>4.4.1.1. <i>Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)</i> Answer before DVV Verification:</p> <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>5586.21</td><td>5691.5</td><td>3903.05</td><td>3558.66</td><td>4115.91</td></tr></table> <p>Answer After DVV Verification :</p> <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>743.15</td><td>781.66</td><td>1358.23</td><td>483.88</td><td>518.95</td></tr></table> <p>Remark : As per the audit report, repair and maintenance amount for the last five years.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	5586.21	5691.5	3903.05	3558.66	4115.91	2023-24	2022-23	2021-22	2020-21	2019-20	743.15	781.66	1358.23	483.88	518.95
2023-24	2022-23	2021-22	2020-21	2019-20																	
5586.21	5691.5	3903.05	3558.66	4115.91																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
743.15	781.66	1358.23	483.88	518.95																	
5.1.7	<p><i>Attending to learners’ queries in DDE</i></p> <p><i>Modes/approaches employed by the DDE to attend to learners’ queries include:</i></p> <p>1. <i>Automated interactive voice response system</i> 2. <i>Call centre</i> 3. <i>Online Help Desk/ teleconferencing/ Web-Conferencing</i> 4. <i>Social media</i> 5. <i>App based support</i> 6. <i>Chat Box</i></p>																				

7. *E-mail Support*
 8. *Learner Services Centre/ Inquiry Counter*
 9. *Postal communication*
 10. *Details of Student Grievance Redressal Cell (SGRC)*

Answer before DVV Verification : B. Any 6-7 of the above

Answer After DVV Verification: C. Any 4-5 of the above

Remark : DVV has considered the supporting document and made changes accordingly

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**

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*

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
212	172	153	108	101

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
81	66	32	43	89

Remark : DVV has considered the supporting document and made changes accordingly

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*

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : DVV has considered the supporting document and made changes accordingly

2. Extended Profile Deviations

Extended Profile Deviations

No Deviations
