



REPORT ON IMPACT EVALUATION OF **GUJARAT STATE FERTILIZERS AND CHEMICALS LIMITED (GSFC) UNIVERSITY**

SUBMITTED BY

DEEPAK FOUNDATION



Executive Summary

The report presents the findings of the Impact Assessment Study concerning Gujarat State Fertilizers and Chemicals Limited's Education CSR initiative. GSFC has established the GSFC Education Society to transform the establishment of academic institutions and deliver high-quality education. Additionally, GSFC has supported the infrastructure development of GSFC University in Vadodara. The overarching goal of this initiative is to enhance the university's infrastructure, thereby improving the overall learning experience and environment for students. This initiative aligns with the objectives of the National Education Policy (NEP) 2020, which emphasizes the provision of adequate infrastructure for academic institutions and the holistic development of students through both curricular and extracurricular education. Hence, this study evaluated the impact of GSFC's educational support on students by identifying challenges in operationalization and recommending improvisations.

To achieve the study's objectives, a dual approach, incorporating both quantitative and qualitative methods, was employed to gather data from beneficiaries and relevant stakeholders across the GSFC University from January to February 2025. The quantitative tool primarily utilized a five-point Likert Scale, ranging from Excellent (1) to Needs Improvement (5). The survey sample was selected using a simple random sampling technique, comprising a total of 122 students from the university. Additionally, 4 in-depth interviews were conducted with the university dean, and department heads overseeing the School of Science, Technology, and Management Studies.

The educational intervention by GSFC has had a significant impact on students, providing them with quality education and infrastructure. The key findings of the student survey are summarized in the box below.

- 100% of students positively rated the quality of teaching at the institution.
- 72% of students passed with first class and 24% with distinction.
- Around 152 students got placed, with the majority receiving a package of 3-5 Lacs per annum.
- 99% rated GSFCU's infrastructure superior to other institutions.
- 96% found the Student Internship Program (SIP) useful and effective.
- 95% expressed satisfaction with the placement support offered.

In-depth interviews with the dean and department heads highlighted the benefits of a curriculum designed to provide students with diverse exposure, introduction to new software through visiting experts, valuable internship opportunities, and access to faculty development programs facilitated by UGC for member faculties.

GSFC's educational initiative has had a significant positive impact, which has been highly appreciated by all beneficiaries and stakeholders. Across all the stakeholder groups—students, university dean, and department heads- there is a notable level of satisfaction regarding available facilities and teaching quality.

However, there are opportunities for improvement to enhance the long-term impact. To begin with, the university should consider upgrading its canteen facilities and providing more space for sports and extracurricular activities. Additionally, increasing staff recruitment (teaching and non-teaching) would alleviate the workload on existing personnel in the university. Strengthening committees at the university level will enhance internship opportunities, placements, and career guidance for final-year students.

Overall, the GSFC university management has effectively utilized the existing infrastructure and fostered a positive change in the learning environment.

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Abbreviations

GOI	Government of India
NEP	National Education Policy
UN	United Nations
SDG	Sustainable Development Goals
GSFC	Gujarat State Fertilizers and Chemicals Limited
SPV	Special Purpose Vehicle
CSR	Corporate Social Responsibility
SOT	School of Technology
SOS	School of Science
SOM	School of Management
AICTE	All India Council for Technical Education
UGC	University Grants Commission
GPS	Global Positioning System
SIP	Student Internship Program
DF	Deepak Foundation
ECE	Early Childhood Education
IDI	In-depth Interviews
CI	Confidence Interval
SPSS	Statistical Package for Social Sciences
B.Tech	Bachelor of Technology
CBCS	Choice Based Credit System
DCS	Digital Campus System
MYSY	Mukhyamantri Yuva Swavalamban Yojana
PINUPS	PRESIDENT'S INITIATIVE FOR NURTURING UNLIMITED POTENTIALS OF STUDENTS
TFWS	Tuition Fee Waiver Scheme
ONGC	Oil and Natural Gas Corporation
DST	Department of Science and Technology
AI	Artificial Intelligence
FDP	Faculty Development Program
ICRA	Information and Credit Rating Agency
AIMA	All India Management Association
BMA	Baroda Management Association
POSH	Prevention of Sexual Harassment
GUIITAR	GU Incubation Innovation Technology and Applied Research
BBA	Bachelor of Business Administration
MBA	Master of Business Administration
B.Sc.	Bachelor of Science
M.Sc.	Master of Science
MOU	Memoranda of Understanding
GUJCOST	Gujarat Council of Science and Technology
LPA	Lacs Per Annum
CGPA	Cumulative Grade Point Average

1. INTRODUCTION

1.1 BACKGROUND

Education is essential to raising human capital and creating an equitable society. The quality of a country's education system significantly impacts its innovations, economic growth, social justice, and equity. However, given that technology has advanced considerably in recent years, education needs to adapt to the technological issues faced by society, the economy, and the nation. Therefore, the Government of India (GOI) has introduced a new National Education Policy (NEP) 2020 that offers a comprehensive framework from primary education to higher education, vocational and technical education, and a new paradigm of internet-based e-learning. It provides an extensive prototype for improving the quality, equity, and accessibility of the Indian educational system. As shown in the figure, the five pillars of the NEP synchronize our educational system with the United Nations (UN) Sustainable Development Goal (SDG) 4 of 2030. The NEP 2020 is being promoted to step up India's transformation into a global knowledge hub.¹

Access

Equity

Affordability

Accountability

Quality

Education and employment are intricately connected, with a solid educational foundation facilitating successful and fulfilling employment. India represents more than one-sixth of the human force on the world map, and it should make significant contributions to global development aligning with the human force representation on Earth. The greater problem is capacitating our growing pool of educated graduates from general education streams for the emerging skill requirements of employable youth.² Therefore, to address this and deliver quality education, GSFC has set up a university in Vadodara, Gujarat. Hence, the study aims to assess the impact of CSR initiatives on students and other essential stakeholders.

1.2 ABOUT GSFC EDUCATION SOCIETY

GSFC University is incorporated under the Second Amendment of the Gujarat Private University Act 2014, established through the Special Purpose Vehicle (SPV) known as GSFC Education Society. This initiative, a Corporate Social Responsibility (CSR) endeavour of Gujarat State Fertilizers and Chemicals Ltd (GSFC Ltd.), reflects a longstanding commitment to community service. Founded in 2010, GSFC Education Society aims to revolutionize the establishment of

academic institutions and deliver high-quality education. Currently, more than 2800 students in university benefit from this educational initiative.

The university commenced its academic activities in 2015-16 with the launch of its foundational institution, the School of Technology (SoT), located in Fertilizernagar. Subsequently, the School of Science (SoS) and the School of Management and Liberal Arts (SoM) were established in 2016 and 2017, respectively. These three schools offer approximately 27 graduate, postgraduate, and doctoral programs. The curriculum for these courses is designed according to the AICTE model curriculum and UGC guidelines.

GSFC University provides students with a distinctive opportunity for hands-on training through the Student Internship Program (SIP), complementing traditional classroom learning and enhancing career development. The students participate in a one-month internship every semester with no semester break, accumulating seven months of industry exposure throughout their program. Additionally, students undertake a six-month industry project and a minor project in their final year. Internships are closely monitored and evaluated, with GPS tracking through the in-house developed mobile app “*Prayaas*” to ensure active participation. Similarly, a dedicated portal for placement purposes is used through which the placement committee communicates to all the students about opportunities, eligibility, skill set requirements, training, placement drives, results of the placement, etc.

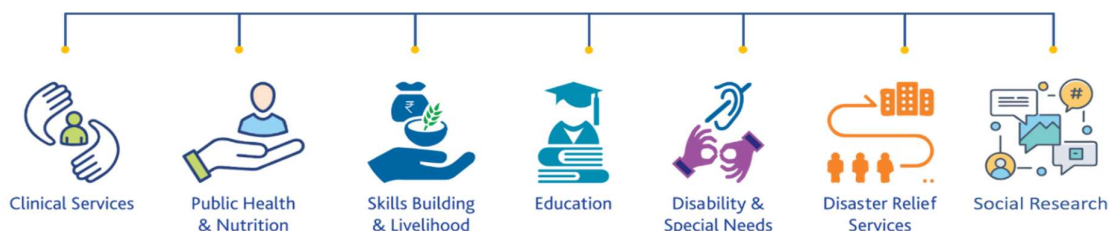
The university campus is well equipped with digital initiatives such as a Message Broadcasting System that ensures all students receive timely and relevant information about university events, deadlines, and other updates. Moreover, the university has installed digital display boards across the campus to broadcast important updates, announcements, and achievements. These boards ensure information is disseminated promptly to the university community.

GSFC university is dedicated to cultivating industry-ready professionals rather than merely conferring degrees. Continuous assessment of their initiatives allows for necessary adjustments to ensure the development of quality human capital aligned with industrial needs. The institution fosters a culture of openness and participation, creating a platform for key stakeholders.³

1.3 ABOUT DEEPAK FOUNDATION

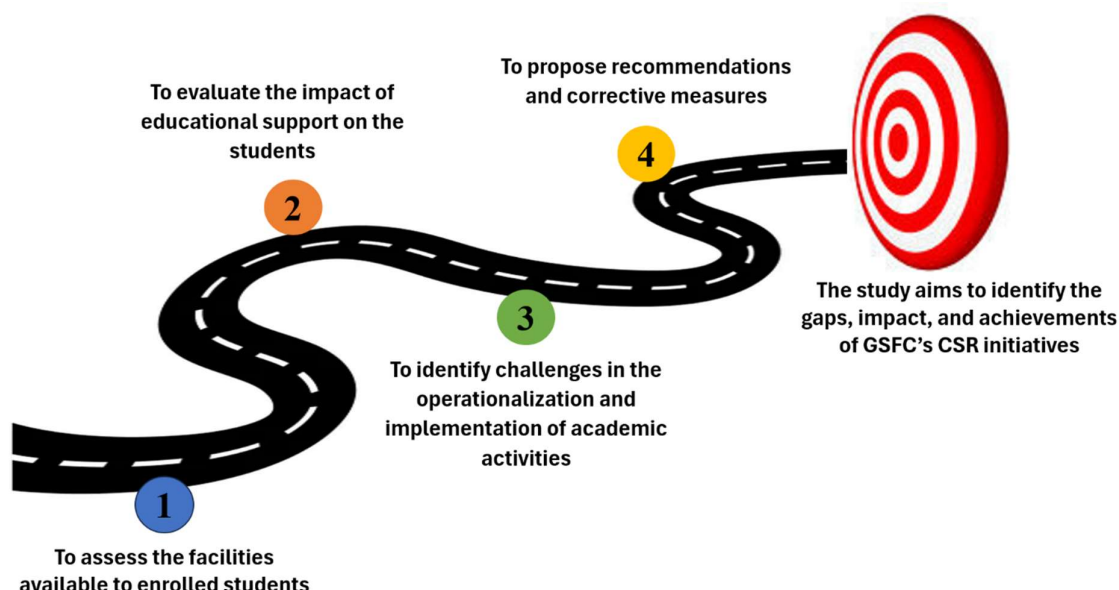
Deepak Foundation (DF) is a non-government organization established in 1982. DF is recognized as a Scientific and Industrial Research Organization (SIRO) by the Ministry of Science and Technology, Govt. of India. With nearly 800 employees, the foundation is working in Gujarat, Maharashtra, Telangana, Madhya Pradesh, and Jharkhand.

The Foundation has vast experience conducting baseline, midline, and impact evaluation studies apart from implementing its various projects in Public Health and Nutrition, Clinical Services, Education, Skills Building and Livelihood, and Children with Special Needs. The Foundation is implementing an education project in Gujarat and Maharashtra covering more than 9000 children aged 6-15 years.



Research studies such as ‘Comparative Study of Epidemiological and Health Status of Residents and Non-Residents of Nandesari Industrial Area’, ‘Evaluation of Innovations under Poshan Abhiyaan Implemented in Naswadi Taluka of Chhota Udepur District in Gujarat’ and ‘Identification of Best Practices that Promote Early Childhood Education (ECE) and Address Malnutrition through Strategically Planned Holistic Interventions at Anganwadi Centres in Rural India’ have been conducted in the latest period. Deepak Foundation has also been granted the opportunity to conduct NFHS-6 in western Gujarat. ⁴

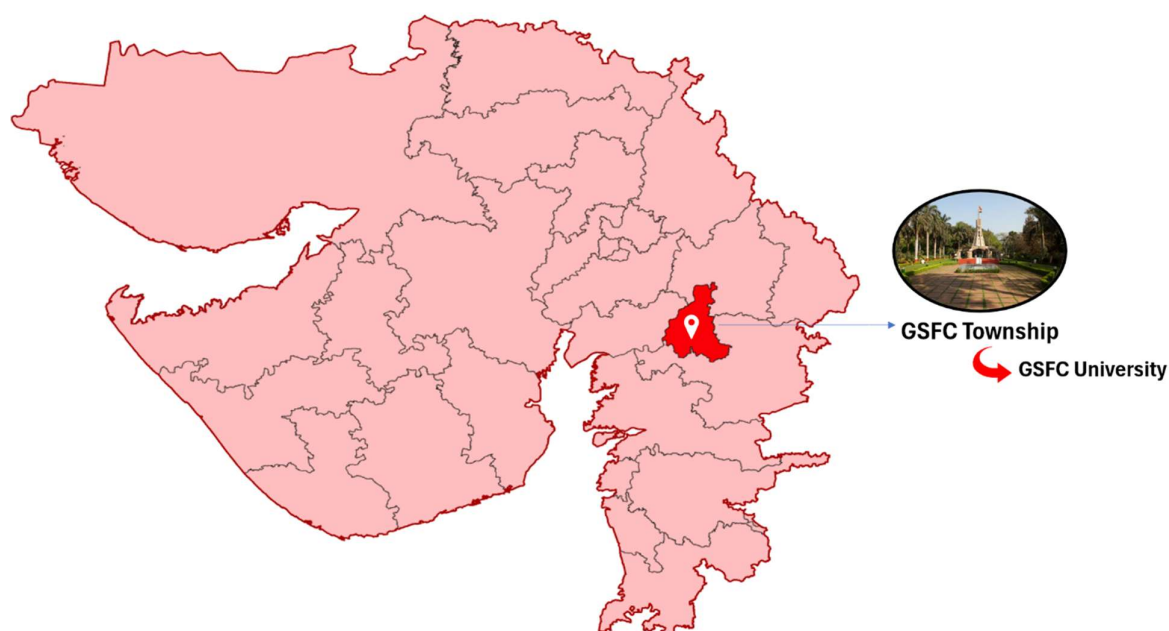
1.4 PROJECT AIM AND OBJECTIVES



2. METHODOLOGY

2.1 STUDY SITE

The study was conducted in the specified areas of Vadodara, Gujarat.



2.2 STUDY DURATION

The duration of the study was three months.

2.3 STUDY PARTICIPANTS



DEAN SoT

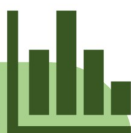


**DEPARTMENT
HEADS
(3 SCHOOLS)**

2.4 METHOD OF EVALUATION

A mixed-method approach was adopted for data collection and analysis. Along with primary data collection, secondary data sources were also reviewed to extract information. The primary data collection techniques were,

Quantitative Technique



A structured tool consisting primarily of a five-point Likert Scale, ranging from Excellent (1) to Needs Improvement (5), was used to collect data from students.

The interview schedule was administered through one-to-one. This helped in obtaining quantifiable information.

Qualitative Technique



To understand a participant's experiences and perspectives, qualitative methods such as In-depth interviews (IDIs) were conducted.

An interview guide was used to facilitate IDIs with the dean, and department heads.

2.5 SAMPLING

A different number of students and other stakeholders were covered across the university. The beneficiaries were selected through simple random sampling, considering a 95% confidence interval (CI) and 10% margin of error. This method ensured a representative sample and more generalizable results.

Table 2.1 Sample for Quantitative Data Collection

Quantitative Sampling	Universe (as per SoW)	Sample Surveyed	Rationale
Students of University	1200	122	10% sample

For in-depth interviews, a bunch of stakeholders were interviewed, as highlighted in Table 2.2.

Table 2.2 List of Stakeholders for In-depth Interviews

Source of Information	Total Beneficiaries
Dean - School of Technology	01
HoD – Life Sciences	01
HoD - School of Science	01
HoD - School of Management	01
Total	04

2.6 IMPACT EVALUATION PROCESS



The process of conducting an impact assessment is as follows,

1. Desk Research and Discussions

Information was extracted through reviewing data and reports provided by GSFC University. Insights were obtained through detailed deliberations with the GSFC team for developing the study methodology.

2. Data Collection

Before data collection, study tools were field-tested, and it was ensured that the field team was thorough with these tools, field plans, and other study materials before data collection.

Training Field Team	Quantitative Data Collection	Qualitative Data Collection
Before data collection, the field team was trained to conduct personal interviews with beneficiaries using a structured interview schedule.	Data from university students was collected using a pre-structured interview schedule on digital devices (Annexures 8.1)	To gather data on key indicators, interviews with the dean, and department heads were done using an interview guide. (Annexure 8.2)

3. Data Analysis

Quantitative data was analyzed using the latest version of the SPSS. Descriptive statistics such as proportions and percentages were calculated to show the significance of impact change across the school and university.

Qualitative data was analyzed through content analysis. Findings from in-depth interviews were triangulated to confirm the positive impact of the interventions.

2.7 ETHICAL CONSIDERATIONS

Participants were treated with utmost respect, dignity, and fairness during the course of the study. Their well-being and rights were prioritized, and they received the essential support and assistance required. The following ethical considerations were thoroughly addressed and integrated into the study's framework.

3. QUANTITATIVE FINDINGS

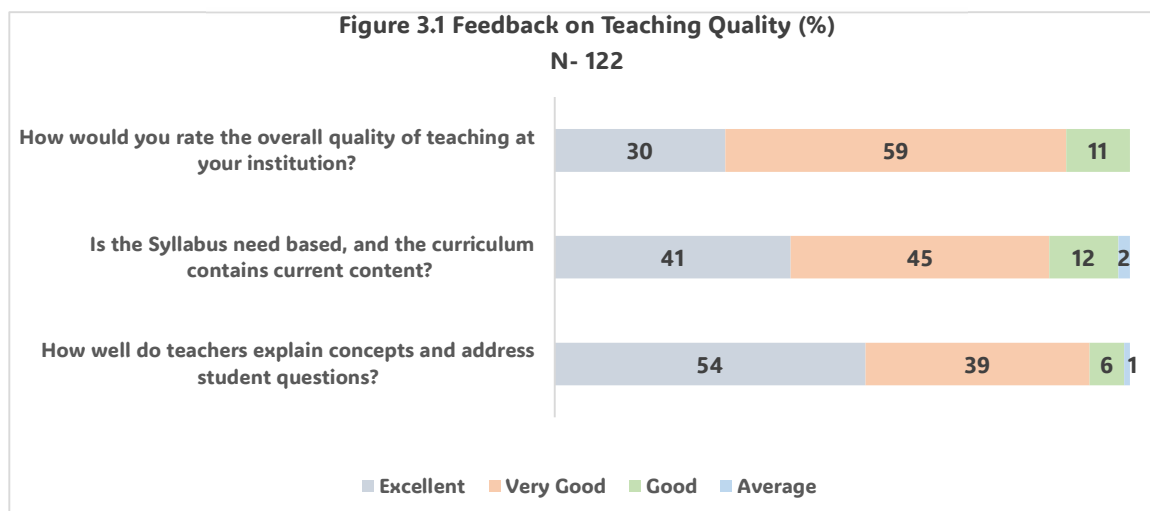
Informed Consent	Confidentiality and Privacy	Voluntary Participation
Participants received detailed information regarding the study's objectives, methodologies, and the associated risks and benefits. They were encouraged to pose questions, enabling them to make informed decisions regarding their involvement.	Measures were implemented to safeguard the confidentiality and privacy of participants. The data collected was securely stored and accessible solely to authorized personnel. All personal information anonymized or coded to uphold confidentiality.	Participation in the study was entirely voluntary, allowing individuals the autonomy to decide on their involvement without any coercion or pressure.

RESULTS FROM UNIVERSITY SURVEY

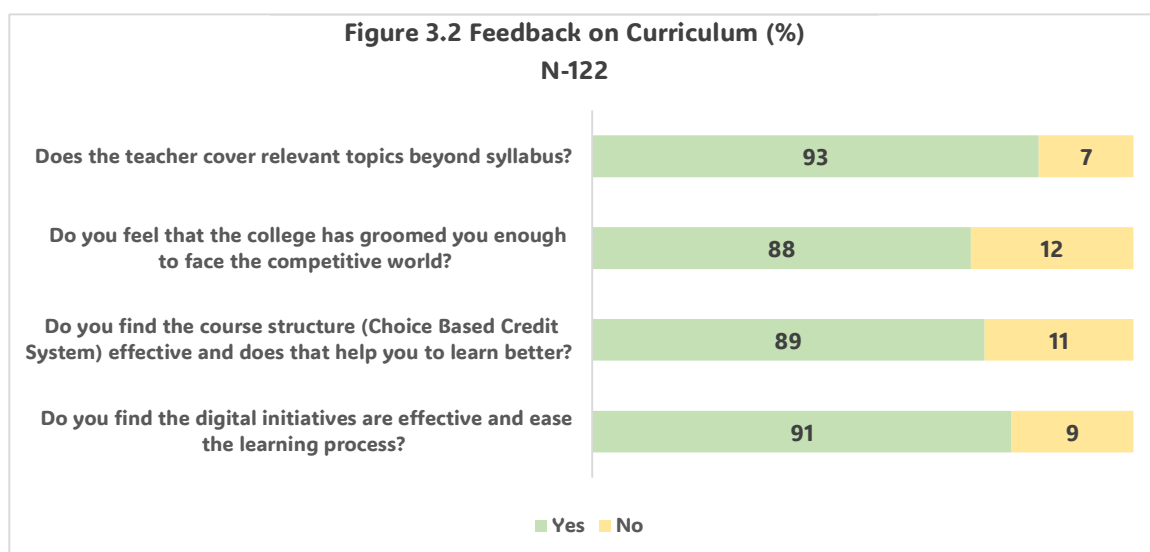
Approximately 122 students were interviewed, comprising 54 percent males and 46 percent females from various courses. The largest representation in the sample was from the B.Tech programs, specifically Chemical Engineering and Computer Science Engineering, each accounting for 13 percent of the respondents. About three-fourths of the students traveled to the university independently, while 23 percent used a bus or carpool, and only 2 percent utilized alternative modes of transportation. Students residing more than 20 Km from the university typically opted to stay in university-hosted accommodations.

3.1 ACADEMIC DATA

This section examines student feedback regarding the academic curriculum and teaching standards. A significant portion of students rated the overall teaching quality at GSFCU as above average, with 59% categorizing it as “excellent”. When asked about the content and relevance of the curriculum, 45% of students rated the syllabus as “very good.” Additionally, 54% of students rated their faculty as “excellent” in terms of explaining concepts and addressing queries. (Figure 3.1)

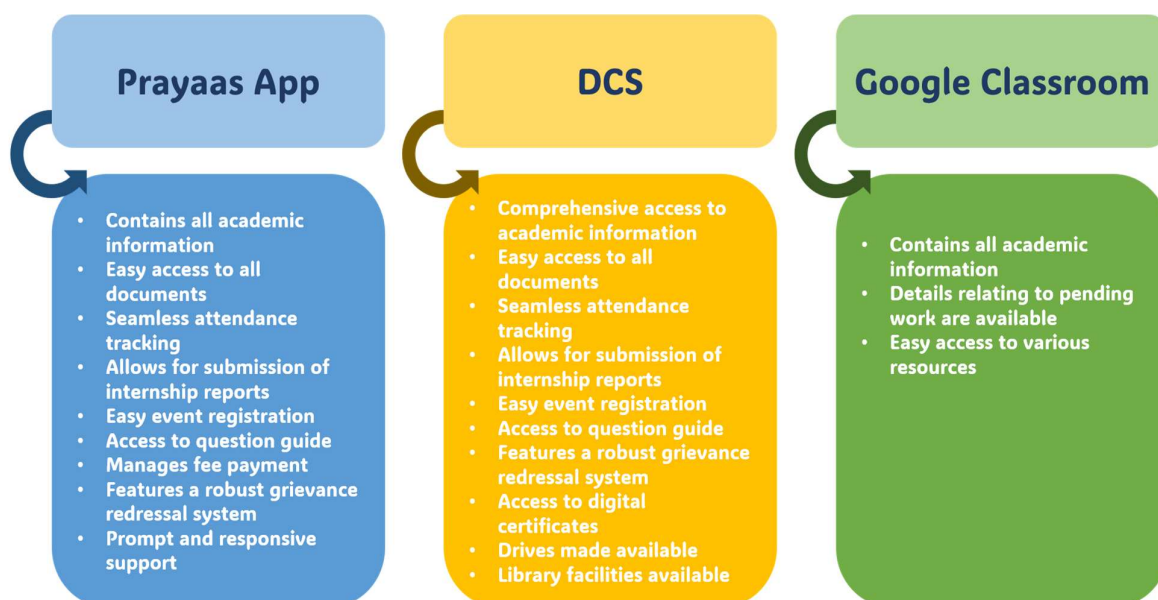


Ninety-three percent of students indicated that the faculty covered relevant topics beyond the pre-designed syllabus. Furthermore, 88% of students felt that the university had adequately prepared them to face market challenges. The Choice Based Credit System (CBCS) implemented by GSFCU was deemed effective by 89% of respondents. (Figure 3.2)



Approximately 91% of students agreed that digital initiatives simplified classroom learning, with the *Prayaas* App (54%), DCS (27%), and Google Classroom (7%) being the most user-friendly digital systems. A small percentage of students also recognized the Swayam portal (2%). The participants described some salient features (Figure 3.3) of these applications, which are as follows,

Figure 3.3 Participants' Description of Salient Features of Digital Initiatives



In terms of scholarship awareness, 84% of students had an idea about available opportunities, although 66% were unaware of the specific scholarship names. Among those who could name scholarships, 27% mentioned MYSY, while others cited PINUPS (3%), TFWS - Tuition Fee Waiver Scheme (2%), Digital Gujarat (1%), and ONGC (1%).

3.2 STUDENT SUPPORT AND WELL-BEING

As indicated in Table 3.1, nearly 75% of participants found the bridge courses offered by the institute to be beneficial, while 16% considered them somewhat useful, and 10% reported having no access to such courses. Students rated the institution's efforts to create a safe and inclusive environment positively, with 84% rating it as “excellent.” About 81% of students rated the anti-ragging and harassment initiatives as “excellent”.

Table 3.1 Feedback on Student Support and Well-being (N-122)

Variable	N	%
Do you find the Bridge courses provided by the institute helpful?		
Yes, completely	62	50.80
Mostly	29	23.80
Somewhat	19	15.60
Do not have any	12	9.80
How would you rate the Institution's efforts to create a safe and inclusive environment?		
Excellent (5)	103	84.40
Very Good (4)	17	13.90
Good (3)	02	1.60
Rate the anti-bullying / anti-ragging programs or initiatives in place		

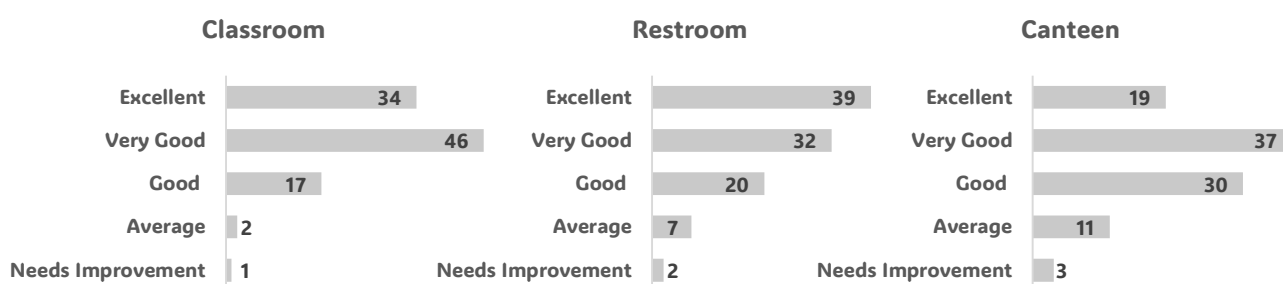
Excellent (5)	99	81.10
Very Good (4)	20	16.40
Good (3)	03	2.50
Do students have access to extracurricular activities that support their social and personal growth?		
Yes, there are many options	77	63.10
Some options	21	17.20
Lack of time	15	12.30
The focus is on academics	09	7.40
Do you find the grievance redressal system effective in solving the problems?		
Yes	114	93.40
No	08	6.60

Regarding extracurricular activities, 63% noted that various options were available, while 17% felt there were limited options. Additionally, 12% cited a lack of time as a barrier to participation, and 7% indicated that their primary focus was on academics. A notable 93% of participants expressed satisfaction with the university's grievance redressal system.

3.3 INSTITUTIONAL FACILITIES

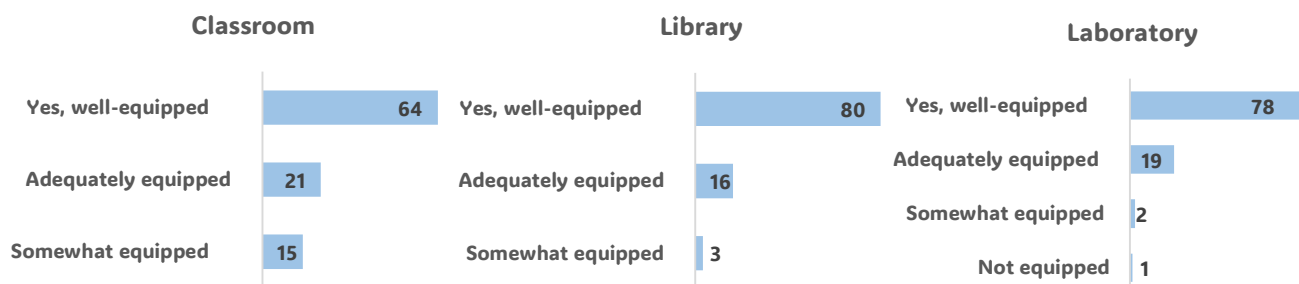
Figure 3.4 illustrates student ratings of various institutional facilities. Most students responded positively regarding the condition of classrooms (97%), restrooms (91%), and canteens (86%). Average ratings accounted for 11% of responses for the canteen and 7% and 2% for restrooms and classrooms, respectively. Only a small percentage ($\leq 3\%$) suggested improvements for all three facilities. The cleanliness of the campus received an “excellent” rating from 80% of students.

Figure 3.4 Rating of Different Institutional Facilities (%) N-122

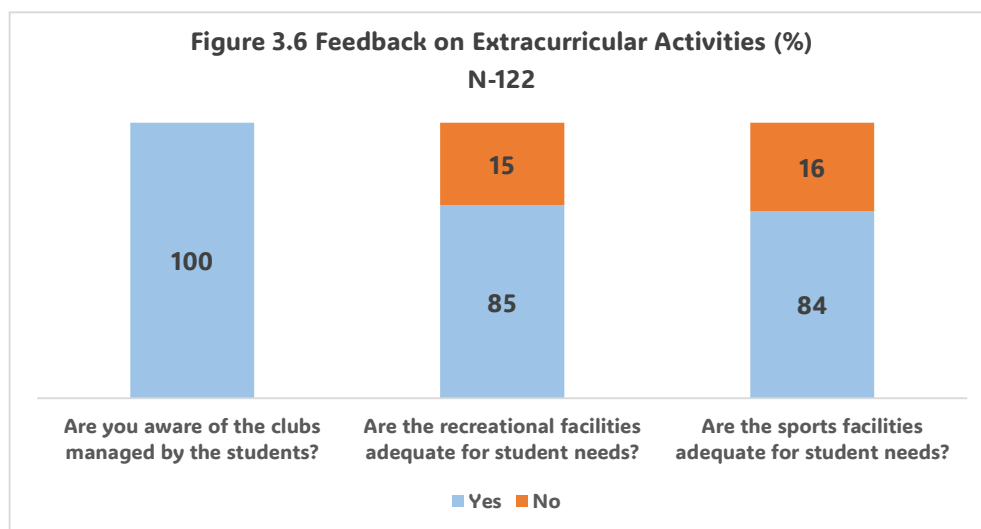


The university has equipped its learning spaces with modern technology, and students were asked to evaluate these facilities (Figure 3.5). A significant portion of participants believed that classrooms, libraries, and laboratories were well-equipped. Approximately 15% felt that classrooms were fairly equipped, a higher percentage compared to libraries and laboratories. One percent claimed that the laboratory lacked the latest technology.

Figure 3.5 Rating of Different Institutional Facilities Based on Technology (%) N-122



All students were aware of the various clubs managed by student committees, with a majority stating that recreational (85%) and sports facilities (84%) met their needs. (Figure 3.6)



The university offers an internship program starting from the second semester. Out of 103 students interviewed, 96% (99 students) found this program useful and relevant. Final-year students receive placement support, with 95% (58 out of 61) finding this support fulfilling.

"Internship programs after every semester give confidence. Got a chance to represent the university at a higher level!"

- *Male, T.Y.*

"Internship program provides a Practical Exposure"

- *male, S.Y.*

3.4 SELF-EVALUATION

57% Rated their understanding of subjects as "very good", 38 percent as "excellent," and 5 percent as "good".	49% "Always" participated in class discussions, whereas, 39 percent "Frequently" and 11 percent "Occasionally".	39% Expressed that seeking help from teachers improved their understanding in difficult subjects (MR), with 34 percent citing online resources and 31 percent self-study as other major responses.
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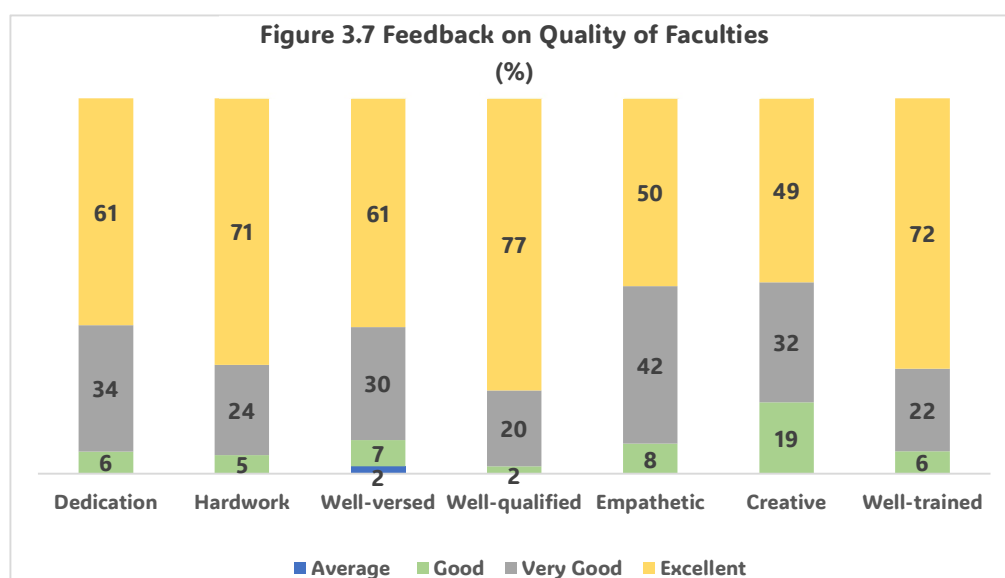
3.5 PERSONAL DEVELOPMENT

Students assessed their personal development based on their ability to meet deadlines and set goals. Out of 122 students, 76% felt confident in meeting project deadlines, and about 80% had established long-term educational and/or career goals. A majority (57%) identified "Time Management" as the key factor in achieving their goals, with parallel responses for "Study Habits" and "Personal Well-being." Other factors were academic performance, goal setting, and social support. Some students expressed the need for mentorship (48%) and career counseling (39%) to enhance academic performance and set long-term goals, along with requests for improved study materials, academic tutoring, and stress management workshops.

3.6 OVERALL SATISFACTION

The evaluation of teacher qualities based on responses from 122 students is presented in Figure 3.7. Each quality was rated on a scale from "needs improvement" to "excellent." Teacher dedication (61%), knowledge (61%), and hard work (71%) received high appreciation, with the majority rating these qualities as "excellent." No respondents rated dedication and hard work as "average," and only 2% rated knowledge as "average," indicating a high level of satisfaction with faculty expertise and commitment.

Teacher qualifications were well-regarded, with 77% rating them as “excellent” and none selecting “average,” highlighting this as a significant strength. Creativity and empathy received positive feedback but exhibited slightly more variation in responses, reflecting differing student perceptions. Approximately 72% rated teacher training as “excellent,” with 22% selecting “very good” and 6% “good,” suggesting that faculty training is widely recognized as a strength. Overall, teacher qualities are perceived positively.



“Majorly faculties are PhDs, and many have completed their studies from abroad.”

- **IDI (1)**

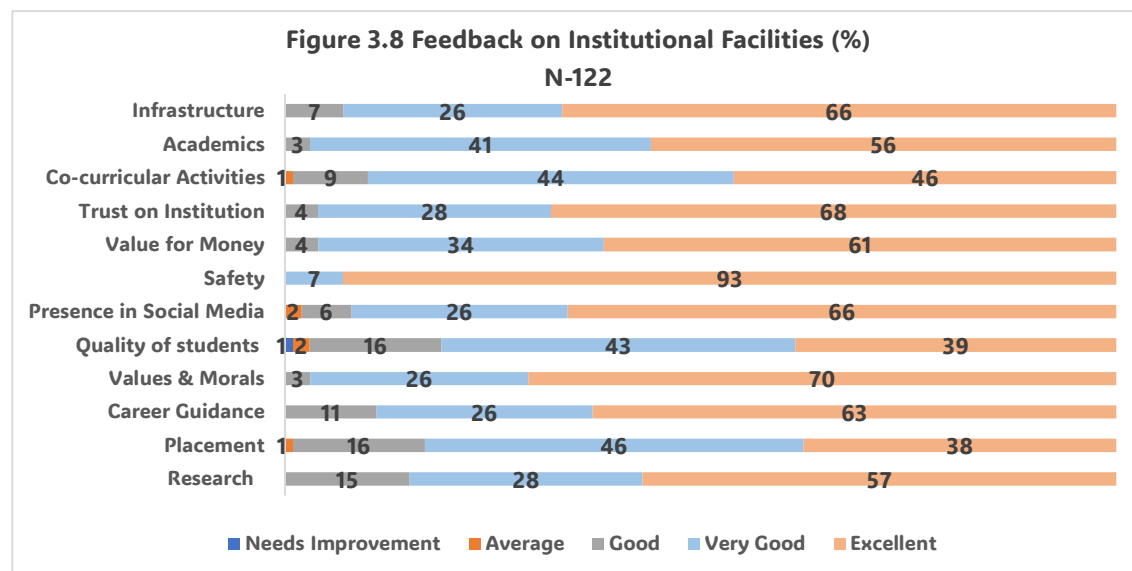
“All faculties have publications in national and international journals.”

- **IDI (3)**

Students rated institutional parameters on a scale from “excellent” to “needs improvement.” Most parameters received a majority of positive responses, with infrastructure, academics, institutional trust, value for money, safety, social media presence, values and morals, career guidance, and research all exceeding 50% “excellent” ratings. Safety received the highest “excellent” rating at 93%. (Figure 3.8)

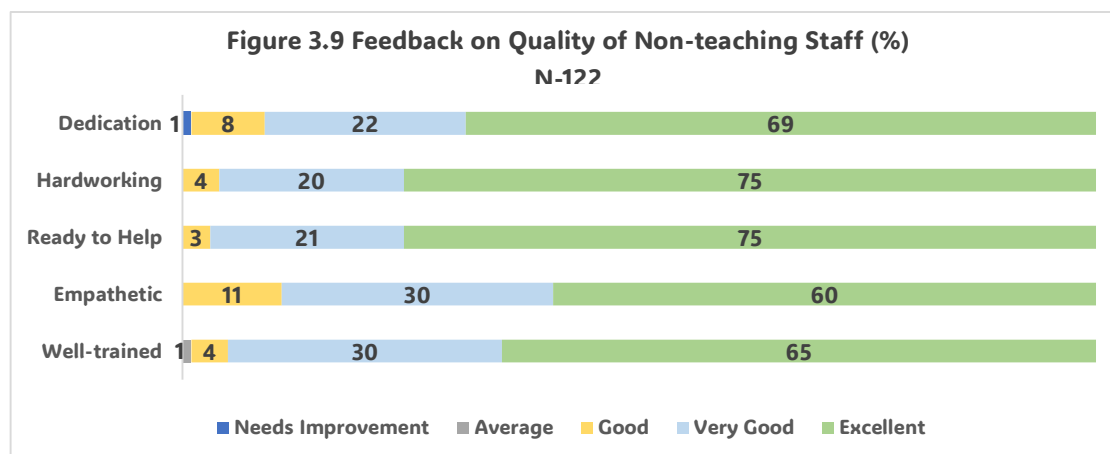
However, areas such as co-curricular activities, student quality, and placement showed slight variations in responses, though they remained positive. “average” ratings were noted for co-curricular activities (1%), social media presence (2%), student quality (2%), and placement (1%). Around 1% also indicated “needs improvement” for student quality.

Overall, while most parameters received favorable ratings, aspects like student quality, placements, extracurricular activities, and social media presence warrant additional attention.



Participants were also asked to evaluate the quality of non-teaching staff on a scale from “excellent” to “needs improvement.” In terms of dedication, 69% rated it as “Excellent,” while 22% marked it as “very good,” indicating a strong commitment to their roles. Evaluation of hard work showed robust responses, with 75% rating this quality as “excellent.”

In terms of their readiness to assist others, the staff received 75% “excellent” ratings, 21% “very good,” and a small portion (3%) “good.” Empathy and training of staff were rated as “excellent” by 60% and 65% of participants, respectively. Overall positive responses for all qualities reflect the effective contribution of non-teaching staff to the institution's work environment. (Figure 3.9)





Around 91% of students rated their overall experience as very good or excellent, indicating a high level of satisfaction with the institution. However, the small percentage of individuals rating it as good could indicate an opportunity for continuous improvement to enhance the overall experience further.

3.7 FEEDBACK OF UNIVERSITY STUDENTS

Throughout the survey, the majority of students rated the university positively across various aspects. The final question addressed students' perceptions of the university as a whole and in comparison to other renowned institutions. About 91% of students acknowledged GSFC's contributions to the university's development and operations. Ninety-nine percent expressed pride in being part of the GSFCU family. Only one student expressed dissatisfaction with the quality of fellow students, providing a contrasting response. Students were asked to evaluate a few features of GSFC University in comparison to other universities, and the responses are as follows:

Figure 3.10 Final Thoughts of University Students (N-122)



"Excellent faculties, well equipped Labs and better than other universities in academics."

- Female, 2.Y.

"University is goal oriented. Internship programs make student industry ready"

- Female, T.Y.

4. QUALITATIVE FINDINGS

FINDINGS FROM DEAN AND HOD INTERVIEWS

In-depth interviews were conducted with the Dean of SoT and Department Heads across the two Schools: Science and Management. The data analysis revealed findings categorized into 14 themes, each with corresponding sub-themes. These themes included program structure, infrastructure, teacher training and internships, academic courses, evaluation, faculty work environment, professional development, faculty-student interaction, current challenges, future development, feedback mechanisms, strengths and weaknesses, and best practices.

4.1 PROGRAM STRUCTURE

Approximately 800 students are enrolled in the Chemical and Data Sciences departments, supported by 32 faculty members and lab technicians, 9 laboratories, a Digital Campus System (DCS), and 23 student clubs, each overseen by faculty. The School of Technology has the highest enrollment, with 1,300 students and 40 staff members. The Life Sciences department comprises around 400 students, 11 faculty members, 2 non-teaching staff, and 6 academic associates. The School of Management has 800 students, 14 faculty members, and 1 administrative personnel.

4.2 INFRASTRUCTURE

The School of Technology has secured a grant from the Department of Science and Technology (DST), Gujarat, to develop laboratories for supercomputers. Additionally, there is a recognized need for a business lab tailored for management students.

“Because of good labs, excellent quality of education is provided resulting more students being attracted, 3 more labs are in plan.” (IDI1)

4.3 TEACHERS' TRAINING AND INTERNSHIP

Most of the faculties have doctorate degrees, and some are about to complete the same. Many have also done their education from abroad. All these faculties have publications in national and international journals.

They are trained to facilitate interactive panels in classrooms, and all faculty members are required to complete an 80-hour internship as part of the Faculty Internship Program.

Faculty also oversee student internships, which typically last one month during semester breaks, with many students receiving stipends. Industries value these internships as they provide

external perspectives to address challenges. However, some students find the frequency of internships after each semester overwhelming.

4.4 ACADEMIC COURSES

The university offers bridge courses in Mathematics, English, Chemistry, and Physics to assist first-year students in transitioning between learning levels.

Remedial courses are available for underperforming students, arranged within 20 days after mid-term exams, with re-testing for those who complete them.

Additional courses, including Yoga and Artificial Intelligence (AI), are offered during the first year, along with life skills training and visits to various food, pharma, and other industries and institutions.

"Courses offered at the university level provide exposure across many disciplines."
(IDI4)

4.5 STUDENT EVALUATION

Students are subject to both internal and external evaluations, with two written tests assessed internally each semester. Theoretical tests are evaluated within the university, while viva and internships are assessed externally.

"Experts from industries and other institutes are invited to conduct student evaluation." (IDI2)

4.6 FACULTY WORK ENVIRONMENT

Respondents noted that the university provides dedicated offices, research labs, and administrative support to faculty members. Research assistants are afforded good opportunities based on their work, and faculty members benefit from housing perks.



4.7 PROFESSIONAL DEVELOPMENT

Faculty Development Programs (FDP) are offered by agencies such as UGC once or twice a year, with fees covered by the university. Additionally, workshops by ICRA and access to international conferences are included in this program. Nine faculty members are affiliated with AIMA, while others are associated with the Baroda Management Association.

4.8 FEEDBACK MECHANISM

Feedback is centralized through the Human Resources (HR) department, which circulates a Google form twice a semester for students to evaluate faculty anonymously. The president or Head of the Department intervenes in cases of multiple complaints regarding university facilities.

Grievance redressal is managed through *Prayaas* app. Most complaints received by the committee are regarding the infrastructure. The university also has a designated committee under the POSH Act.

4.9 FACULTY-STUDENT INTERACTION

While there is limited engagement beyond the classroom, the rapport between students and faculty is generally positive. Interactions occur during town hall meetings and events like Business Baazigar, organized by the School of Management, to foster faculty-student bonding.

4.10 CURRENT CHALLENGES AND FUTURE DEVELOPMENT PLANS

A significant challenge identified is the homogeneity of the students in terms of strengths and qualities, suggesting the need for an entrance test to enhance student quality. First-year students often face communication challenges that improve over time. Other challenges include faculty shortages, insufficient non-teaching staff, student absenteeism, and leave applications during internships.

Participants reported no financial challenges within their departments, with Heads of Departments issued credit cards with a limit of 500,000.

Future development plans include establishing a K12 Sustainable Centre focused on sustainability in soil and water, introducing disciplines such as Bio-Informatics, securing funding for foreign exchange programs, and enhancing access to workshops and seminars by international speakers.

The university also plans to integrate more technology into education by developing SMART classrooms and has established a GUIITAR council and incubation center.

4.11 STRENGTHS AND WEAKNESSES

Participants highlighted strengths such as the involvement of visiting lecturers and academic associates, which compensate for faculty shortages. The recruitment of experienced faculty members contributes to research projects and knowledge diversification.

Instead of weaknesses, suggestions were provided for improvement, including the expansion of academic courses to include Applied Sciences, Nanotechnology, AI, integrated BBA, and MBA programs, hiring additional clerical staff, and emphasizing parental monitoring in students' education.

4.12 BEST PRACTICES

Notable best practices include signing Memoranda of Understanding (MoUs) with industries and other institutions for academic exchanges, ongoing research projects funded by the Gujarat government (GUJCOST), a robust student internship program, organizing exhibitions for students to showcase their models on National Technical Day, receiving the best school award during the 10-year celebration, providing exposure to new software through visiting industrial faculty, and recruiting students with strong CGPAs for Academic Associate positions.

5. STUDENT PERFORMANCE OVERVIEW

5.1 UNIVERSITY RESULTS (2019-2024)

The university initially established two schools: the School of Science and the School of Technology. The School of Management was introduced in 2019-20.

From 2019 to 2024, the percentage of students passing with distinction ranged from 14% to 24%, while those achieving first-class results varied between 52% and 82%. Second-class results fluctuated from 2% to 22%, and pass-class results ranged from 0% to 12%. Over the past six years, the majority of students across all schools and streams obtained first-class results, with 2022-23 marking the highest number of students with distinction at 24 percent. Similarly, the 2021-22 academic year recorded the highest first-class results at 82 percent.

Table 5.1 University Results of First Class with Distinction (2019-2024)

School	2019	2020	2021	2022	2023	2024
School of Science	26	32	18	17	28	44
School of Technology	02	03	33	31	58	34
School of Management	-	03	10	12	18	13
Total	28	38	61	60	104	91

The School of Science consistently produced the highest number of first-class results over the past four years compared to the other two schools. The School of Management had zero pass class till 2023, except for the recent year (1%). In both the other schools, the number of students achieving pass-class results has decreased compared to 2018-19.

Among the streams, Chemical Engineering produced more students with distinction at least twice in the last six years than any other stream. The stream-wise results indicated that Chemistry contributed to a greater number of pass-class results than any other stream for three years between 2019 and 2024.

Over the years, there has been a notable decline in the proportion of students achieving Second-class and Pass-class results, while the rates of First-class with distinction and First-class results have risen. Most students attaining distinction are either from the Technology or Management streams (Table 5.1).

5.2 PLACEMENT RESULTS (2019-2024)

GSFC University has significantly progressed from placing 36 students from three programs in 2019 to 152 students from nearly ten specializations by 2024. Over this period, remuneration packages of up to 3 LPA accounted for 15-80 percent of total placements, while packages ranging from 3-5 LPA comprised 20-72 percent, and those above 5 LPA represented 6-16 percent. Salary packages exceeding 5 LPA have remained relatively low throughout the years.

Table 5.2 Placement Overview (2019-2024)

Remuneration Packages	2019	2020	2021	2022	2023	2024
Up to 3 LPA	18	20	38	20	13	66
3-5 LPA	16	05	25	18	61	77
Above 5 LPA	02	-	-	07	11	09
Total	36	25	63	45	85	152

The B.Tech Chemical program accounted for the highest number of placements for most years, except in 2020 and 2023, when B.Sc Chemistry and M.Sc Chemistry led in placements, respectively. Post-graduation placements commenced in 2021, primarily from M.Sc Biotechnology and M.Sc Chemistry, with post-graduation placements increasing from 8 percent in 2021 to 34 percent in 2024.

Until 2022, the majority of students received compensation packages of up to 3 LPA. However, starting in 2023, a significant increase in the number of students securing remuneration packages ranging from 3 to 5 LPA has been observed (Table 5.2).

6. CONCLUSION AND RECOMMENDATIONS

6.1 IMPACT HIGHLIGHTS

The primary objective of the GSFC initiative is to deliver educational support to individuals in need. This study aims to assess the impact of such support on students, identify challenges, and propose enhancements. The findings indicate that while GSFC's educational support has yielded numerous positive outcomes, however, there remains a potential for further improvement.

STUDENTS



- **100%** positively rated the quality of teaching at the institution.
- **99%** rated GSFC's infrastructure as superior to that of other renowned universities.
- **96%** found the Student Internship Program (SIP) to be useful and relevant.
- **96%** felt encouraged by the extracurricular activities provided by the institution.
- **95%** expressed satisfaction with the placement support offered.
- **91%** found digital initiatives effective in facilitating learning.
- **84%** rated the institution's efforts to create a safe and inclusive environment as "excellent."

"In Vadodara no better institution than GSFC university "

- Female, T.Y.



DEAN and HOD

The university dean and deans leading all three schools described the following best practices/ strengths,

- Introduction to new software through industrial experts
- Courses offered to students providing exposure across various disciplines.
- Multiple research projects and a few sponsored by the Gujarat government.
- Provision of dedicated offices, research labs, and housing perks to faculty members.
- Faculty Development Programs (FDP) by agencies such as UGC.
- Workshops by ICRA and access to international conferences.

6.2 KEY CHALLENGES

Some challenges expressed by the students

- Although relaxation in attendance given to students who are actively engaged in extra and co curriculum activities. Some students feel (nearly 15%) Participation in extracurricular activities is hindered by strict attendance requirements and a lack of available options. Additionally, the absence of a designated playground for sports further restricts student engagement in physical activities.
- Inadequate seating arrangements in canteen with limited meal options. However, a new canteen has already been made and will be operational from 10th April.
- Lack of experienced permanent faculties.

Some challenges expressed by the faculty

- Shortage of faculty and insufficient non-teaching staff.
- Issues related to student absenteeism,
- A significant challenge is homogeneity in student strengths and qualities. This affects the overall quality of students.

6.3 RECOMMENDATIONS

The initiative has demonstrated success in providing adequate infrastructure and quality education to students. In order to sustain this impact, the following improvisations can be made.

ACADEMICS

- Accommodating internships such that it allows students adequate time before the new semester begins and after the conclusion of previous semester exams.
- Arranging for expert discussions including faculty members, the dean of school, alumni, and industrial experts to help students navigate through important events such as internship, placement, and other career choices.
- Identifying internship and placement opportunities even to those with low scores.
- Securing funding for foreign exchange programs and enhancing access to workshops and seminars by international speakers.

INFRASTRUCTURE

- Students proudly reported to have the best infrastructure than the other universities, however they highlighted the need of playground accessible to them along with the provision of sufficient seating arrangements in the canteen.

PERSONNEL

- Recruitment of additional faculty members and non-teaching staff.

REPLICABILITY OF INITIATIVES

The GSFC University has established a comprehensive student internship model wherein students engage in a one-month internship during semester break and also, undertake a six-month industry project in the final year. Student internships are closely monitored and evaluated with GPS tracking through the in-house developed mobile app “*Prayas*”. This model can be adopted by fellow universities to strengthen their internship programs.

7. REFERENCES

1. Kumar K, Prakash A, Singh K. How National Education Policy 2020 can be a lodestar to transform future generation in India. Journal of Public affairs. 2021 Aug;21(3):e2500.
2. Khare M. Employment, employability and higher education in India: The missing links. Higher Education for the Future. 2014 Jan;1(1):39-62.
3. Top/Best University in Vadodara - GSFC University [Internet]. Available from: <https://www.gsfcuniversity.ac.in/> (Accessed on 10.02.2025)
4. Deepak Foundation – “Change through Capacity Building” [Internet]. Available from: <https://www.deepakfoundation.org/> (Accessed on 11.02.2025)

8. PHOTO GALLERY

Glimpses from the University



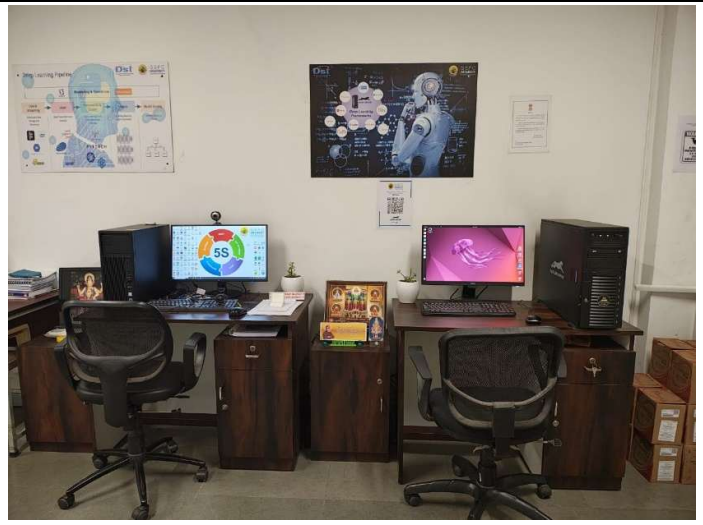
GSFC University



Biology Lab – GSFC University



Laboratory Fire Safety – GSFC University



School of Technology



Super Computer Lab



School of Management

Hostel Facility at GSFC University

9. ANNEXURES

9.1 UNIVERSITY EVALUATION TOOL

Dear Student,

Kindly provide the following information to the best of your knowledge and perception. We assure you that this information will be confidential and will be used only for upgradation. Thank you for sparing the time.

Do you consent to participate in the study	1. Yes 2. No
Investigator's Name	
Date of Interview	
Name	
Semester	
Course	
Date of Birth	
Gender	
Place/Distance to University	
Mode of Transportation	

Section 1: Academic/Teaching Quality											
1. How would you rate the overall quality of teaching at your institution?	(Rate 1-5) <table border="1"> <tr> <td>Excellent</td> <td>5</td> </tr> <tr> <td>Very Good</td> <td>4</td> </tr> <tr> <td>Good</td> <td>3</td> </tr> <tr> <td>Average</td> <td>2</td> </tr> <tr> <td>Need Improvement</td> <td>1</td> </tr> </table>	Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5										
Very Good	4										
Good	3										
Average	2										
Need Improvement	1										
2. Is the Syllabus need-based, and does the curriculum contain current content?	(Rate 1-5) <table border="1"> <tr> <td>Excellent</td> <td>5</td> </tr> <tr> <td>Very Good</td> <td>4</td> </tr> <tr> <td>Good</td> <td>3</td> </tr> <tr> <td>Average</td> <td>2</td> </tr> <tr> <td>Need Improvement</td> <td>1</td> </tr> </table>	Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5										
Very Good	4										
Good	3										
Average	2										
Need Improvement	1										

3. How well do teachers explain concepts and address student questions?	(Rate 1-5) <table border="1" data-bbox="802 216 1191 405"> <tr> <td>Excellent</td> <td>5</td> </tr> <tr> <td>Very Good</td> <td>4</td> </tr> <tr> <td>Good</td> <td>3</td> </tr> <tr> <td>Average</td> <td>2</td> </tr> <tr> <td>Need Improvement</td> <td>1</td> </tr> </table>	Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5										
Very Good	4										
Good	3										
Average	2										
Need Improvement	1										
4. Does the Teacher cover relevant topics beyond the Syllabus?	1. Yes 2. No										
5. Do you feel that the university has groomed you enough to face the competitive world?	1. Yes 2. No										
6. Do you find the course structure (choice-based credit system) effective, and does that help you to learn better?	1. Yes 2. No										
7. Do you find the digital initiatives are effective and ease the learning process?	1. Yes 2. No										
a. Name user-friendly initiative											
b. Mention some good features of the initiative.											
c. Name tedious initiative, if any											
8. Do you feel that extracurricular activities and efforts by the school (Sports, music, library, workshops, clubs, etc.) make learning more fun and help your overall growth?	1. Yes 2. No										
a. If yes, what is the most effective initiative											
b. If no give reasons.											
9. Are there any scholarship opportunities at the university? If yes, specify	1. Yes 2. No										

Section 2: Student Support and Well-being									
3. Do you find the Bridge courses provided by the institute helpful?	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Mostly <input type="checkbox"/> Somewhat <input type="checkbox"/> Do not have any								
4. How would you rate the Institution's efforts to create a safe and inclusive environment?	(Rate 1-5) <table border="1" data-bbox="802 1759 1191 1913"> <tr> <td>Excellent</td> <td>5</td> </tr> <tr> <td>Very Good</td> <td>4</td> </tr> <tr> <td>Good</td> <td>3</td> </tr> <tr> <td>Average</td> <td>2</td> </tr> </table>	Excellent	5	Very Good	4	Good	3	Average	2
Excellent	5								
Very Good	4								
Good	3								
Average	2								

	Need Improvement	1										
5. Are there any effective anti-bullying / anti-ragging programs or initiatives in place?	(Rate 1-5)	<table border="1"> <tr><td>Excellent</td><td>5</td></tr> <tr><td>Very Good</td><td>4</td></tr> <tr><td>Good</td><td>3</td></tr> <tr><td>Average</td><td>2</td></tr> <tr><td>Need Improvement</td><td>1</td></tr> </table>	Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5											
Very Good	4											
Good	3											
Average	2											
Need Improvement	1											
6. Do students have access to extracurricular activities that support their social and personal growth?	<input type="checkbox"/> Yes, many options <input type="checkbox"/> Some options <input type="checkbox"/> Focus is on academics <input type="checkbox"/> Lack of time											
7. Do you find the grievance redressal system effective in solving the problems?	1. Yes 2. No											

Section 3: Institutional Facilities												
8. How would you rate the overall condition of the institution's facilities? (Rate each below separately)	(Rate 1-5)	<table border="1"> <tr><td>Excellent</td><td>5</td></tr> <tr><td>Very Good</td><td>4</td></tr> <tr><td>Good</td><td>3</td></tr> <tr><td>Average</td><td>2</td></tr> <tr><td>Need Improvement</td><td>1</td></tr> </table>	Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5											
Very Good	4											
Good	3											
Average	2											
Need Improvement	1											
a. Classroom												
b. Restroom												
c. Canteen												
9. Are the learning spaces equipped with modern technology (Give a response for each separately)	<input type="checkbox"/> Yes, well-equipped <input type="checkbox"/> Adequately equipped <input type="checkbox"/> Somewhat equipped <input type="checkbox"/> Not equipped											
a. Classroom												
b. Library												
c. Laboratory												
10. Are the sports facilities adequate for student needs?	1. Yes 2. No											
11. Are the recreational facilities adequate for student needs?	1. Yes 2. No											
12. How would you rate the cleanliness and maintenance of the Institution campus?	(Rate 1-5)	<table border="1"> <tr><td>Excellent</td><td>5</td></tr> <tr><td>Very Good</td><td>4</td></tr> <tr><td>Good</td><td>3</td></tr> <tr><td>Average</td><td>2</td></tr> <tr><td>Need Improvement</td><td>1</td></tr> </table>	Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5											
Very Good	4											
Good	3											
Average	2											
Need Improvement	1											
13. Are you aware of the clubs managed by the students?	1. Yes 2. No											
a. Which one is most engaging?												
b. Which is least engaging?												

c. Any salient feature of the club that you would like to mention.	
14. Do you find the Internship program offered to you is relevant?	1. Yes 2. No
a. Any suggestions for improvement?	
15. Does the university give adequate support for placement? (only final year)	1. Yes 2. No

Section 5: Self evaluation

16. How would you rate your current understanding of the subjects you are studying?	(Rate 1-5) <table border="1"> <tr> <td>Excellent</td><td>5</td></tr> <tr> <td>Very Good</td><td>4</td></tr> <tr> <td>Good</td><td>3</td></tr> <tr> <td>Average</td><td>2</td></tr> <tr> <td>Need Improvement</td><td>1</td></tr> </table>	Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5										
Very Good	4										
Good	3										
Average	2										
Need Improvement	1										
17. What strategies do you use to improve your understanding in difficult subjects (Multiple Response)	<input type="checkbox"/> Studying with peers <input type="checkbox"/> Asking teachers for help <input type="checkbox"/> Using online resources <input type="checkbox"/> Additional tutoring or coaching										
18. How often do you participate in class discussions or ask questions to clarify concepts?	<input type="checkbox"/> Always <input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Never										

Section 6: Personal Development

19. Do you feel confident in your ability to meet deadlines?	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
20. Have you set long-term career or higher education goals?	1. Yes 2. No
21. What areas of your personal or academic development do you feel need the most attention to reach your goals? (Multiple Response)	<input type="checkbox"/> Time management <input type="checkbox"/> Academic performance <input type="checkbox"/> Study habits <input type="checkbox"/> Personal well-being <input type="checkbox"/> Goal-setting <input type="checkbox"/> Social support <input type="checkbox"/> Other (please specify): _____
22. What kind of support do you feel would help you progress in your studies and achieve your goals? (Multiple Response)	<input type="checkbox"/> Academic tutoring <input type="checkbox"/> Career counselling <input type="checkbox"/> Mentorship <input type="checkbox"/> Stress management workshops <input type="checkbox"/> Improved study materials/resources <input type="checkbox"/> Other (please specify): _____

Section 7: Overall Satisfaction												
23. How satisfied are you with your overall experience at this Institution?	(Rate 1-5) <table border="1"> <tr><td>Excellent</td><td>5</td></tr> <tr><td>Very Good</td><td>4</td></tr> <tr><td>Good</td><td>3</td></tr> <tr><td>Average</td><td>2</td></tr> <tr><td>Need Improvement</td><td>1</td></tr> </table>		Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5											
Very Good	4											
Good	3											
Average	2											
Need Improvement	1											
24. At a scale of 1 to 5, 5 being the highest and 1 being the lowest- Rate the quality of teachers in the institution. (Rate for each virtue separately)	(Rate 1-5) <table border="1"> <tr><td>Excellent</td><td>5</td></tr> <tr><td>Very Good</td><td>4</td></tr> <tr><td>Good</td><td>3</td></tr> <tr><td>Average</td><td>2</td></tr> <tr><td>Need Improvement</td><td>1</td></tr> </table>		Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5											
Very Good	4											
Good	3											
Average	2											
Need Improvement	1											
a. Dedicated b. Hard working c. Updated d. Qualified e. Empathetic f. Creative g. Trained												
25. At a scale of 1 to 5, 5 being the highest and 1 being the lowest, rate the institution on the following parameters. (Rate for each separately)	(Rate 1-5) <table border="1"> <tr><td>Excellent</td><td>5</td></tr> <tr><td>Very Good</td><td>4</td></tr> <tr><td>Good</td><td>3</td></tr> <tr><td>Average</td><td>2</td></tr> <tr><td>Need Improvement</td><td>1</td></tr> </table>		Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5											
Very Good	4											
Good	3											
Average	2											
Need Improvement	1											
a. Infrastructure b. Academics c. Co-curricular activities d. Trust in institution e. Value for money f. Safety g. Presence in social media h. Quality of students i. Values and morals j. Career guidance k. Placements l. Research												
26. At a scale of 1 to 5, 5 being the highest and 1 being the lowest- Rate the quality of non-teaching staff (Class 3 and 4) in the institution.	(Rate 1-5) <table border="1"> <tr><td>Excellent</td><td>5</td></tr> <tr><td>Very Good</td><td>4</td></tr> <tr><td>Good</td><td>3</td></tr> <tr><td>Average</td><td>2</td></tr> </table>		Excellent	5	Very Good	4	Good	3	Average	2		
Excellent	5											
Very Good	4											
Good	3											
Average	2											

	Need Improvement	1	
a. Dedicated b. Hard working c. Ready to help d. Empathetic e. Trained			

Final Thoughts

- Are you aware that GSFC helps your university in building infrastructure and smooth functioning through CSR fundings?
☐ Yes ☐ No ☐ Maybe
- How would you rate your university when you compare it with other reputed universities of the city in terms of (Rate for each separately)
 - Academics
 - Placement
 - Infrastructure.

Excellent	5
Very Good	4
Good	3
Average	2
Need Improvement	1

- Give suggestions to improve the institute.
- Do you feel proud to be a student at this university?
Why or why not?

9.2 IN-DEPTH INTERVIEW GUIDE

Objective: To understand the existing facilities and approaches for teaching and learning in the university and seek recommendations for improvement

Date:

Name of the School:

Name of the interviewee:

Name of the interviewer:

1. Kindly share the program structure of your school (mention the type of program, students enrolled, no. of teachers and facilities available)
2. Share your opinion on the following:
 - Infrastructure
 - Quality of teachers
 - Training for teachers
 - Faculty internship programs
 - Internship opportunities for students
3. Give your opinion on the following-
 - a) Bridge courses-
 - b) Remedial courses-
 - c) Foundation courses-
4. What methods of evaluation of answer scripts does the University follow? Were external experts invited for evaluation?

5. **Faculty Work Environment:**

What facilities are available for faculty members in terms of workspaces and research support?

Does the university provide faculty with dedicated offices, research labs, and administrative support?

6. **Professional Development:**

What professional development programs are available for faculty?

Does the university sponsor faculty for conferences, workshops, and higher education?

7. **Faculty-Student Interaction:**

How does the university encourage faculty-student engagement beyond the classroom?

Are there mentorship programs or office-hour policies in place?

8. Current Challenges:

- What are the biggest challenges the university faces in providing top-quality facilities?
- Are there any financial or administrative constraints?

9. Future Development Plans:

- Are there any upcoming projects aimed at improving student and faculty facilities?
- What steps is the university taking to integrate more technology into education?

10. Feedback Mechanisms:

- How does the university collect feedback from students and faculty regarding facilities?
- Are there any plans to enhance the grievance redressal system?

11. Three Strengths of your school/department

- a) _____
- b) _____
- c) _____

12. Three Weaknesses of the school/department

- a) _____
- b) _____
- c) _____

13. Three Best Practices of the school/department

- a) _____
- b) _____
- c) _____