



STUDENT WELFARE SERVICES IN HIGHER EDUCATIONAL INSTITUTION (HEI) IN PUDUCHERRY: A STUDY

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ABSTRACT

Background: Student Welfare is an integral part of the Educational system. It takes care of the physical, mental, academic, non-academic well-being of the students on campus. Higher Educational Institutions essentially cater to the young population above 16 years and they constitute a resourceful and a vibrant population of the nation. If this period of life is shaped and moulded appropriately and holistically, they turn out to be an asset of the country or otherwise a liability.

Objectives: The aim of this study is to understand and explore the nature and kind of student welfare services prevalent in the Higher Educational Institution in Puducherry. It also comprehends the activities, policies and practices as part of Student Welfare Services in Higher Educational Institution in Puducherry.

Nature and Study design: The study is Quantitative, and Descriptive design is adopted.

Materials and Methods: The participants (n=57) were selected randomly from one college, final year undergraduate male and female students of Puducherry district of Puducherry UT were the universe. Self-Administered Questionnaire was used to collect the data. The students were assured of confidentiality and anonymity and were requested to answer the questions truthfully.

Results: This paper addresses the initial results from the pilot study of the research titled "A Study of the Student Welfare Services prevalent in Higher Educational Institutions in Union Territory of Puducherry" funded by ICSSR-IMPRESS Research Project (Ministry of Human Resource Development, Delhi). The study contributes to the existing knowledge on the prevalence of student welfare services in (HEIs) in Puducherry district.

Conclusions: The study comes up with the nature of student welfare services that are prevailing in the Higher Educational Institution and how it adds to the student's overall wellbeing. The results enhance our understanding of the nature of other HEIs and provide recommendations on the same. Very few studies have been undertaken in this realm and this will certainly be an addition to the already existing literature related on the same.

KEYWORDS : Students, Student Welfare Services, Well-being, Higher Educational Institutions, Puducherry

INTRODUCTION:

Student Welfare Services addresses the students mental, physical, cultural, academic, non-academic needs to improve their overall personality. The main objective is to ensure the well-being of the students and they are moulded holistically to turn as healthy and productive citizens of the family, society and nation. Student Services are non-academic factors that influences on student satisfaction and are part of student welfare and most importantly social dimension of education (Pilato, V, 2018.).

Supporting and enhancing the student experience (academic, social, welfare and support) right from the first

contact through to becoming alumni is critical to success in higher education today for both the student and the institution states (Ciobanu, A, 2013). It is evident from studies that the most important factors that has an influence in quality education are the quality of teaching/learning, and most importantly the service systems and support for students (Hill et al, 2003).

The aim of this study is to understand and explore the nature and kind of student welfare services prevalent in the Higher Educational Institution in Puducherry. It also comprehends the activities, policies and practices as part of Student Welfare Services in Higher Educational Institution in Puducherry. This

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RESULTS:

The Results of the study are presented under the following sub heads in the form of tables and figures:

Table 1: Socio-demographic Profile Of The Respondents

Variable	N (%)	Variable	N (%)
Age		Family type	
18-20	51 (89.5)	Nuclear	44 (77.2)
21-23	6 (10.5)	Joint	13 (22.8)
Gender		Native place	
Male	30 (52.6)	Pondicherry	52 (91.2)
Female	27 (47.4)	Tamilnadu	3 (5.3)
Community		Karaikal	1 (1.8)
SC	6 (10.5)	Yanam	1 (1.8)
ST	1 (1.8)	No. of siblings	
OBC	47 (82.5)	1	37 (64.9)
General	3 (5.3)	2	15 (26.3)
Religion		3	5 (8.8)
Hindu	54 (94.7)	Physical status	
Muslim	1 (1.8)	Abled	53 (93.0)
Christian	2 (3.5)	Disabled	4 (7.0)
Marital status		Hosteller	
Single	57 (100.0)	Yes	4 (7.0)
Married	0	No	53 (93.0)

Table 1 describes the characteristics of the sample, gender distribution of the selected respondents in the study to understand the variation among male and female respondents on the student welfare services prevalent in the Higher Educational Institution (HEIs). The above table shows that majority of the respondents (89.5 per cent) belong to the age group of 18 to 21 and the remaining (10.5 percent) belong to the age group of 21 to 23. More than half of the respondents (52.6 per cent) are Male and the remaining (47.4 per cent) are female. The community status of the respondents reveals that majority of the respondents (82.5 per cent) belong to OBC community, more than one tenth (10.5 per cent) belong to SC community, 5.3 per cent of the respondents belong to general community and the remaining 1.8 per cent belong to ST community. The above table also describes the religion of the respondents. The results reveals that the majority of the respondents (94.7 per cent) are Hindus, 3.5 per cent are Christians and the remaining 1.8 per cent are Muslims.

It is also found that all the respondents in this study are single (100.0 per cent). The family characteristics of the sample reveals that more than three-fourth of the respondents (77.2 per cent) belong to nuclear family and the remaining (22.8 per cent) belong to joint family. The native place of the respondents reported that majority of the respondents (91.2 per cent) are from Puducherry district of Puducherry UT, 5.8 per cent are from the state of Tamilnadu and the remaining 1.8 per cent are from Karaikal and Yanam districts of Puducherry UT.

In this study, more than three-fifth (64.9 per cent) of the respondents have one sibling, more than one-fourth (26.3 per cent) have two siblings and the remaining 8.8 per cent have three siblings. It is also found that majority of the respondents (93 per cent) are abled and the remaining 7 per cent of the respondents are disabled. The study also found that majority of the respondents (93 per cent) are day scholars and only 7 per cent of the respondents are hostellers.

The table reveals that the students are predominantly younger

(18-20 years) and they are mostly from nuclear family setups (77.2 %) and mostly Dayscholars (93 %). Hence it is understood that the respective HEI should cater to the needs of the students keeping in mind their welfare needs. Also, there is a visible population of the Disabled students (7 %) hence they need to be specially catered to so that they are mainstreamed accordingly.

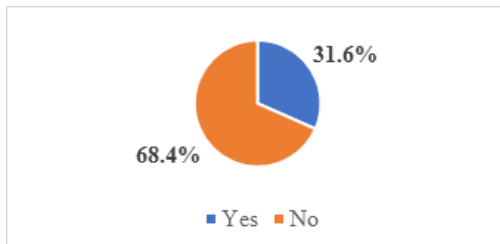


Figure:1 First Person To Get Higher Education In Your Family

Figure 1. represents the first person to get higher education in the respondent's family. The results reveal that the majority of the respondents (68.4 per cent) reported that they are the first person to get higher education in their family and the remaining 31.6 per cent opined that they are not the first person to get higher education in their family.

This clearly shows that the first-generation learners be attended to cautiously as they are visiting the HEI for the first time and none of their family members could also help them or assist them as they are also unaware of the challenges their children can face in these set ups. Student Welfare Services has to categorically take care of their needs to prevent dropouts in the course of study.

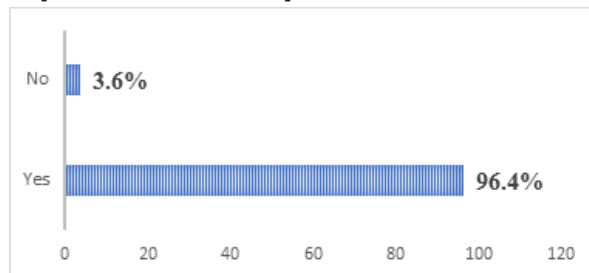


Figure. 2 Regularly Attending College

Figure 2. represents the status of attending college regularly by the respondents. The results reveal that the majority of the respondents (96.4 per cent) reported that they are attending the college regularly and the remaining 3.6 per cent opined that they are not attending the college regularly.

The figure implies that though the number (3.6 %) is less in terms of not attending the HEI regularly still this number has to be attended to with diligence and care. As the earlier table predicts that there are more first-generation learners among the respondents, hence this number is of concern as they could be struggling with some adjustment problems or so on. Hence the results indicate that special attention be given to these students to help them further.

Table. 2: Reason For Choosing This College

Reason	Frequency	Per cent
Near to locality	11	19.3
Good campus facilities	12	21.1
Academic Performance	10	17.5
Low Income	24	42.1
Other reason	0	0
Total	57	100.0

Table 2. shows that more than two-fifth (42.1 per cent) of the respondents reported low income as the reason for choosing

the college, 21.1 per cent of the respondents opined good campus facilities as the reason for choosing the college, less than one-fifth (19.3 per cent) of the respondents reported near to locality as the reason for choosing the college and the remaining 17.5 per cent of the respondents told academic performance as the reason for choosing the college.

The above table brings out the fact that (42.1 %) of the respondents are from Low Income and that it is the reason for choosing this Institution. Student Welfare Services objective is to look into the welfare needs of such respondents so that they are able to overcome their financial stress. Referral to scholarships/fellowships/any other financial assistance can be done and if they represent marginalised backgrounds, appropriate assistance on the same can help them achieve desirous results. Also, their integration with the other students should not be a problem which could bring them, down needs to be monitored meticulously. This can help them go a long way.

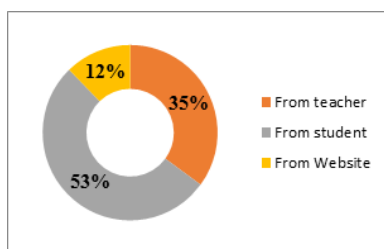


Figure. 3 Information On Student Welfare Services

Figure 3. shows that more than half (53 per cent) of the respondents mentioned from students they received the information about student welfare services, more than one third (35 per cent) of the respondents reported that from teachers they received the information about student welfare services and the remaining 12 per cent of the respondents told that from website they received the information about student welfare services.

The Figure clearly spells out the fact that word of mouth can play a special role in dissemination of information. The students need to be strengthened with adequate information on the Student Welfare Services and its role in the orientation programme itself. This will roll out to many students in the current year and down the years and help meet out their needs efficiently.

ASSESSMENT OF STUDENT WELFARE SERVICES

Table. 3 Campus Facilities

Statements	5	4	3	2	1
Availability of hostel facilities for everyone	2 (3.5)	2 (3.5)	0 (0)	4 (7.0)	49 (86.0)
Availability of transport facilities for everyone	23 (40.4)	13 (22.8)	10 (17.5)	1 (1.8)	10 (17.5)
Availability of parking facilities for free of cost	22 (38.6)	18 (31.6)	11 (19.3)	3 (5.3)	3 (5.3)
Availability of campus security and surveillance system	22 (38.6)	18 (31.6)	11 (19.3)	3 (5.3)	3 (5.3)
Availability of library material and facilities	7 (12.3)	12 (21.1)	21 (36.8)	7 (12.3)	10 (17.5)
Maintenance of proper waste management system	7 (12.3)	14 (24.6)	16 (28.1)	8 (14.0)	12 (21.1)
Provision of purified drinking water	7 (12.3)	14 (24.6)	16 (28.1)	8 (14.0)	12 (21.1)

Strongly Agree-5/ Somewhat Agree-4/ Neutral-3 / Somewhat Disagree-2/ Strongly Disagree-1

Table 3. informs the response of the respondents about the campus facilities. Majority of the respondents (86 per cent) strongly disagreed, the remaining 7 per cent of the

respondents somewhat disagreed, 3.5 per cent somewhat agreed and 3.5 strongly agreed to the statement availability of hostel facilities for everyone. Less than half (40.4 per cent) of the respondents strongly agreed, 22.8 per cent somewhat agreed, 17.5 per cent opined neutral, 17.5 per cent strongly disagreed and the remaining 1.8 per cent somewhat disagreed to the statement availability of transport facilities for everyone.

A little more than three-eight (38.6 per cent) of the respondents strongly agreed, 31.6 per cent of the respondents somewhat agreed, 19.3 per cent reported neutral and the remaining 5.3 per cent each somewhat disagreed and strongly disagreed to the statement availability of parking facilities for free of cost. A little more than three-eight (38.6 per cent) of the respondents strongly agreed, 31.6 per cent of the respondents somewhat agreed, 19.3 per cent reported neutral and the remaining 5.3 per cent each somewhat disagreed and strongly disagreed to the statement availability of campus security and surveillance system

The above table also shows that a little more than three-eighth (36.8 per cent) of the respondents reported neutral, 21.1 per cent somewhat agreed, 17.5 per cent strongly disagreed, 12.3 per cent each strongly agreed and somewhat disagreed to the statement availability of library material and facilities. The respondents also opined about the waste management system. The results reveal, for the statement, maintenance of proper waste management system in their college.

The results also shows that more than one fourth (28.1 per cent) of the respondents reported neutral, less than one fourth (24.6 per cent) somewhat agreed, 21.1 per cent strongly disagreed, 14 per cent somewhat disagreed and the remaining 12.3 per cent of the respondents strongly agreed regarding provision of purified drinking water.

The overall results show that the transport facilities, parking and campus security and surveillance system scored comparatively better on the higher side, while hostel facilities have been the predominant concern of most of these students. As many of the students were days scholars this might have attributed to the higher percentage, howsoever this needs introspection if students are really travelling from farther places and worked out as one of the student welfare service initiatives.

Table. 4 Campus Facilities

Statements	Yes	No
Medical centre for the students	7 (12.3)	50 (87.7)
Health centre with specialised doctors	0	57 (100.0)
Regular medical check-up for students	0	57 (100.0)
Provision of vaccines/ medicine	0	57 (100.0)
Provision of Ambulance	0	57 (100.0)
Provision of Student health card	7 (12.3)	50 (87.7)
Support personnel (Caretaker) at the health centre	20 (35.1)	37 (64.9)
Concession of food for people who belong to the weaker section	8 (14.0)	49 (86.0)
Feeling safe and secure at campus	7 (12.3)	50 (87.7)
Girl students get free medical aid	13 (22.8)	44 (77.2)
Felt isolated or alienated at your college	43 (75.4)	14 (24.6)

The above table shows that the response for the medical centre non-availability has been about 87.7 percent, non-availability of health centre with specialised doctors, regular medical check-up for students, provision of vaccines/ medicines about 57 per cent, 50 percent of them have the provision of student health card. 20 per cent of them have expressed that support personnel at health centre are about 35.1 per cent, while non-availability is at 64.9 per cent.

Around 49 per cent of the students have said that there is no concession of food available for students of the weaker sections, 50 per cent of them have expressed that they do not feel safe and secure at campus, 44 per cent of the students have expressed that girls do not get free medical aid. 43 per cent of the students have expressed that they do not feel isolated or alienated in their college.

From the above table the inference is clear with respect to the health care needs, concession of food for students from weaker sections, safety and security at campus and feeling of isolation. 14 percent of them feel isolated or alienated is a cause to be addressed, safety and security issue also needs to be previewed along with the health care needs of the students under the ambit of the Student Welfare Services.

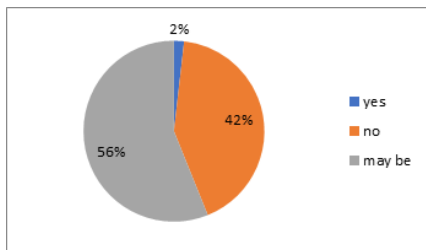


Figure. 4 Welfare Services In The College Reduces Drop Out

The above figure depicts the students input on the outcome of the Welfare Services to which the students have said that 56 per cent can be attributed that SWS has played a role in reducing dropouts whereas 42 percent do not feel so, while 2 per cent of them are not clear on it. This shows that student welfare services need to be examined at regular intervals to be improved further in HEIs.

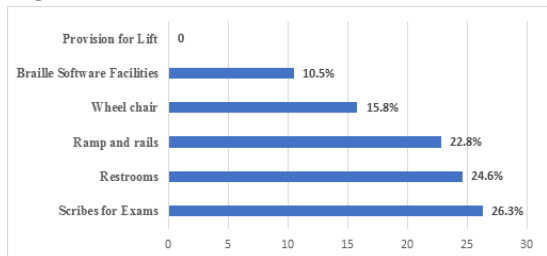


Figure.5 Facilities For Students With Disability

The above figure depicts that the Braille Software facilities are available as per 10.5 per cent of the students, 15.8 per cent of the students opine that there are Wheel Chair facilities for the disabled students, 22.8 per cent of them feel that Ramps and Rails are there in use, 24.6 per cent of the students feel that appropriate restrooms for the disabled students are adequately available, while 26.3 per cent of the students feel that the disabled students are having scribes made available for their exams on campus.

The inference from the above table shows that though the figures are not very appreciative on its own, but the students are at least having some knowledge about the facilities available for the students with disability. Orientation on the same and Counselling services can boost their understanding on the rights and entitlements of the students with disability and they need to be integrated in campus on par with the other students.

Table. 5 Academic And Placement Services

Statements	5	4	3	2	1
Assist the student to appear in competitive exams	7 (12.3)	16 (28.1)	10 (17.5)	8 (14.0)	16 (28.1)
Providing training on projects and dissertation	14 (24.6)	13 (22.8)	10 (17.5)	7 (12.3)	13 (22.8)

Accessibility Internet cafe and printing facility	3 (5.3)	2 (3.5)	7 (12.3)	8 (14.0)	37 (64.9)
Organising the study tours/IV	2 (3.5)	1 (1.8)	3 (5.3)	10 (17.5)	41 (71.9)
Organising the parent's meetings	24 (42.1)	7 (12.3)	20 (35.1)	3 (5.3)	3 (5.3)
Promoting internship, student exchange, field visit, workshops for the students	1 (1.8)	8 (14.0)	12 (21.1)	4 (7.0)	32 (56.1)
Certificate course to support the educational goals	11 (19.3)	7 (12.3)	13 (22.8)	7 (12.3)	19 (33.3)

Strongly Agree-5/ Somewhat Agree-4/ Neutral-3 / Somewhat Disagree-2 / Strongly Disagree-1

Table 6 interprets the academic and placement services in HEI. About 28.1 per cent of the students have equally rated as strongly agree and strongly disagree with respect to assistance they get to appear in the competitive exams. 24.6 per cent have strongly agreed when it comes to providing training on projects and dissertation. It is strange to note that the accessibility to internet café and printing facility on campus is not facilitated as 64.9 per cent have strongly disagreed on the same. When it comes to organising the study tours 71.9 per cent have strongly disagreed. Parent's meetings are organised as per 42.1 per cent, promoting internship, etc has been strongly disagreed by 56.1 per cent, 33.3 per cent have strongly disagreed when it comes to certificate course facilitation to support the educational goals.

The above table signals the fact that the academic and placement services is of major concern to the students, and it also falls as part of the student welfare services and this needs to be seriously looked into from the student's perspective. Most of the students face anxiety and apprehensions thinking about their future ahead and the HEI can play a crucial role in this aspect. Soft skills can be encouraged as part of extension services and assisted accordingly.

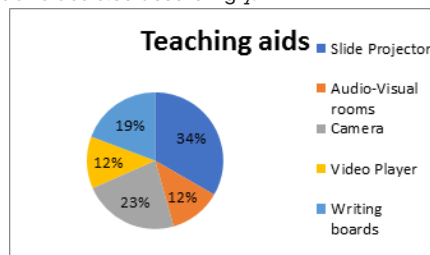


Figure. 6 Available Teaching Aids In College

Figure 7 shows the availability of teaching aids in the campus. 34 per cent of them have Slide Projectors, 12 per cent have Audio visual rooms, 23 per cent have cameras, 12 per cent have video player and 19 per cent have writing boards.

It implies that they are not in a deficit when it comes to teaching aids but still lot more services are required as figure shows not all of them have had its knowledge or use as per their responses.

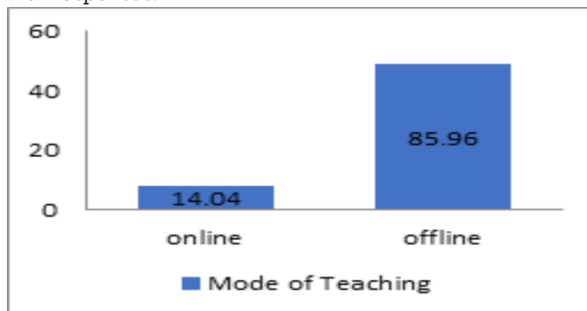


Figure. 7 Comfortable Teaching Mode

The figure implies that the comfortable mode still remains offline when it comes to 85.96 per cent respondents. A meagre 14.04 per cent of the respondents have expressed their comfort with online mode. This study was carried out in the covid pandemic time and hence these results depict that students are a lot more comfortable with the physical mode as they feel that they can learn more with teachers, friends and being on campus.

Table. 6 Information And Counseling Services

Statements	Yes	No
Availability of Help desk/ Telephone Services	30 (52.6)	27 (47.4)
Pre-counselling (admission) services	31 (54.4)	26 (45.6)
Internal Complaints Committee for addressing sexual harassment	23 (40.4)	34 (59.6)
Anti-Ragging Commission at your institution	26 (45.6)	31 (54.4)
Counselling centres at your institution	22 (38.6)	35 (61.4)
Availability of Qualified Counsellors at centre	25 (43.9)	32 (56.1)

Table 7 presents the Information and Counselling services available in HEI. 52.6 per cent have said that the help desk/telephone services are available, 54.4 per cent have mentioned the availability of pre-counselling services, 59.6 per cent of the respondents have mentioned that they don't have any information of ICC for addressing sexual harassment, 54.4 per cent have mentioned that they have no information of the Anti-Ragging Committee, 61.4 per cent of the respondents have expressed the non-information of the Counselling centres at their Institutions and 56.1 per cent of the respondents have no information on the availability of the qualified counsellors at the centre.

This table clearly shows the need to address the student welfare services in this regard. Respondents have to know about the Counselling services, ICC, Counsellor, Anti ragging committee and their whereabouts to seek assistance in need. This shows that further orientation at the entry level is mandatory and periodic inputs need to be given to them without fail.

Table. 7 Cultural And Sports

Statements	5	4	3	2	1
Encouragement of teachers to participate in extracurricular activities	25 (43.9)	13 (22.8)	12 (21.1)	3 (5.3)	4 (7.0)
Availability of sports facilities and equipment	10 (17.5)	24 (42.1)	12 (21.1)	7 (12.3)	4 (7.0)
Active participation in sports activities	18 (31.6)	19 (33.3)	10 (17.5)	3 (5.3)	7 (12.3)
Availability of Physical Educators	14 (24.6)	11 (19.3)	11 (19.3)	6 (10.5)	15 (26.3)
Availability of Coaches to support the students interested in sports/games	9 (15.8)	9 (15.8)	17 (29.8)	13 (22.8)	9 (15.8)
Active participation in cultural programs	10 (17.5)	16 (28.1)	10 (17.5)	13 (22.8)	8 (14.0)

Strongly Agree-5/ Somewhat Agree-4/ Neutral-3/ Somewhat Disagree-2/Strongly Disagree-1

Table 8 denotes the Cultural and Sports facilities on campus. 43.9 per cent of the respondents have expressed that their teachers strongly promote them to participate in extracurricular activities. 42.1 have agreed that there are sport facilities and equipment available, 33.3 per cent of them have said that they are neutral when it comes to their participation in sports activities, 24.6 per cent of them have expressed that

they have physical educators in their HEI, 29.8 per cent of them have expressed their neutral stand when it comes to their response on availability of coaches to support the students interested in sports/games, and 28.1 per cent have somewhat agreed to their active participation in cultural programs.

The current responses implies that lot more initiatives are required at this front. The holistic and psychological well-being of the students can be balanced only when there is an interplay between academics and sports and extracurricular activities. If this does not happen then the psychosocial well-being of the students can be at stake. They constitute an integral part of the student welfare services.

Table. 8 Student-student Relationship

Statements	Yes	No
Elections are required at the college	32 (56.1)	25 (43.9)
Institution/college conduct student's election	7 (12.3)	50 (87.7)
Active in the union election directly or indirectly	16 (28.1)	41 (71.9)
Financial or material help from the union	8 (14.0)	49 (86.0)

Table 9 denotes the Student - Student relationship in the campus. 56.1 respondents are of the opinion that Elections are required at the college, 87.7 per cent of the respondents feel that the Institution should conduct student's election, 71.9 per cent have responded that they are not active in the union election directly or indirectly, 86 per cent of the respondents opine that there is no financial or material help from the union.

Student welfare services are inclusive of elections, student-student relationship, welfare services for the students etc, but somehow right from the beginning, participating or contesting in elections is not being promoted and as a result the students are quite apprehensive or not wary of the facts associated with the student elections and the changes they can bring through their leadership. Awareness on the rights and entitlements of the students as part of welfare services is minimal and this needs to be strengthened.

Table. 9 College-student Relationship

Statements	5	4	3	2	1
Good Communication between students and teachers	23 (40.4)	15 (26.3)	13 (22.8)	2 (3.5)	4 (7.0)
Mutual Trust and Respect between students and teachers	21 (36.8)	18 (31.6)	9 (15.8)	5 (8.8)	4 (7.0)
Availability of Staff any time at Institution/	22 (38.6)	18 (31.6)	12 (21.1)	1 (1.8)	4 (7.0)
Exploitation by the college towards the students	2 (3.5)	5 (8.8)	7 (12.3)	8 (14.0)	35 (61.4)
Comfortable to report the grievances to the staff at your institution	16 (28.1)	8 (14.0)	17 (29.8)	1 (1.8)	15 (26.3)

Strongly Agree-5; Somewhat agree-4; Neutral-3; Somewhat Disagree-2; Strongly Disagree-1

Table 10 speaks about the College Student Relationship. 40.4 per cent of the respondents strongly agree that there is Good communication between students and teachers, 36.8 per cent strongly agree that there is Mutual trust and respect between the students and teachers, 38.6 strongly agree that there is an availability of staff at any time in Institution, 61.4 per cent strongly disagree that there is exploitation by the college towards the students, 29.8 per cent of the respondents opine that they feel neutral when it comes to being comfortable to report the grievances to the staff at their institution.

The above findings implicate that the college student relationship is comparatively better but this has to be further garnered with inputs from the students from time to time to build trust.

Table. 10 College-student Relationship

Statements	Yes	No	May Be
Student's participation and opinions consider at your college	14 (24.6)	13 (22.8)	30 (52.6)
Mandatory participation of students in any welfare activities	28 (49.1)	17 (29.8)	12 (21.1)
College sponsors the students for their innovation/start-ups	8 (14.0)	28 (49.1)	21 (36.8)
College facilitates the students to service learning	9 (15.8)	28 (49.1)	20 (35.1)
College make you engaged all the time which turns into work overload	13 (22.8)	34 (59.6)	10 (17.5)
Any committee to address the problem of the student in your college	13 (22.8)	29 (50.9)	15 (26.3)
College has an active relationship with the alumni	22 (38.6)	18 (31.6)	17 (29.8)
Alumni contribute any fund or any other services to the college	7 (12.3)	32 (56.1)	18 (31.6)
Alumni association help to find the job opportunities for the students	11 (19.3)	26 (45.6)	20 (35.1)
College conduct alumni meetings	11 (19.3)	27 (47.4)	19 (33.3)
College collects the feedback from the student for analysing the teacher's performance	17 (29.9)	40 (70.2)	0 (0.0)
Benefited from any student's welfare services provided by the college	8 (14.0)	49 (86.0)	0 (0.0)

Table 11 shows the College – Student relationship in items as follows: 52.6 per cent feel that may be their opinions are considered in their institution, 49.1 feel that there is a mandatory participation of students in any of the welfare activities on campus, 49.1 per cent feel that the college sponsors the students for their innovation/start -ups, 49.1 per cent feel that their college facilitates them towards service learning, 59.6 do not feel that their college keeps them overloaded, 50.9 per cent do not feel that there is any committee to address the problem in their college, 38.6 per cent feel that the college has an active relationship with the alumni, 56.1 per cent feel that the alumni does not contribute any fund or other service to the college, 45.6 per cent feel that the alumni association does not help them to find the job opportunities for the students, 47.4 opine that the college does not conduct any alumni meetings, 70.2 per cent feel that their college does not collect the feedback from the student on teacher performance and 86 per cent feel that they have not been benefitted from any students welfare services provided by the college.

This implies that the alumni student college interface is not very strong, student feedback is not considered of importance, college has been student friendly, but on many others, they have to upgrade themselves to make the student benefit on the higher side. Alumni can be an integral part of the Institution; they are being undermined in the entire Institutional growth. The Alumni Student Institution link has to be continuously reviewed and examined periodically.

Table. 11: Overall Rating Of Student's Welfare Services

Statements	5	4	3	2	1
Establishing and organizing inter-department/campus student recreation activities	4 (7.0)	9 (15.8)	22 (38.6)	9 (15.8)	13 (22.8)
Giving an opportunity of leadership for students by organizing programmes	3 (5.3)	26 (45.6)	19 (33.3)	7 (12.3)	2 (3.5)

Granting students opportunities to participate in college decision making	5 (8.8)	9 (15.8)	18 (31.6)	12 (21.1)	13 (22.8)
Organizing a trip/picnic at least once each academic year for the students	3 (5.3)	4 (7.0)	8 (14.0)	8 (14.0)	34 (59.6)
Effectiveness of the schemes/scholarship provided by the college	9 (15.8)	24 (42.1)	12 (21.1)	2 (3.5)	10 (17.5)
Effectiveness of basic health care services provided by the college	7 (12.3)	10 (17.5)	11 (19.3)	13 (22.8)	16 (28.1)
Effectiveness of pre-counseling (admission) provided by the college	6 (10.5)	8 (14.0)	20 (35.1)	8 (14.0)	15 (26.3)
Effectiveness of Anti-ragging services provided by the college	17 (29.8)	16 (28.1)	12 (21.1)	4 (7.0)	8 (14.0)
Effectiveness of placement and career service provided by the college	5 (8.8)	7 (12.3)	17 (29.8)	11 (19.3)	17 (29.8)
Effectiveness of cultural and sports at your college	17 (29.8)	8 (14.0)	18 (31.6)	6 (10.5)	8 (14.0)
Conditions of canteen and other beverage services	4 (7.0)	3 (5.3)	9 (15.8)	16 (28.1)	25 (43.9)
Rapport building between juniors, seniors, and peers	4 (7.0)	7 (12.3)	23 (40.4)	15 (26.3)	8 (14.0)
Helpfulness of staff in the college	16 (28.1)	13 (22.8)	14 (24.6)	9 (15.8)	5 (8.8)
Conditions of the classrooms and labs at your college	17 (29.8)	16 (28.1)	11 (19.3)	8 (14.0)	5 (8.8)
Conditions of the washroom at your college	10 (17.5)	12 (21.1)	14 (24.6)	5 (8.8)	16 (28.1)

Excellent-5; Good-4; Fair-3; Poor-2; Very poor- 1

Table 12 presents the overall rating of the Students Welfare Services in the Institution. 38.6 of the respondents feel that the Establishing and organizing inter-department/campus student recreation activities are only Fair, 45.6 per cent of the respondents have felt that the Institutions has been good enough when it comes to giving an opportunity of leadership to students, 31.6 per cent of the students have felt that the Institution has been fair when it comes to Granting students opportunities to participate in college decision making, 59.6 per cent opine very poor when it comes to the Institution organizing a trip/picnic at least once each academic year for the students, 42.1 per cent feel that good about the Effectiveness of the schemes/scholarship provided by the college, 28.1 per cent of the respondents feel that the Effectiveness of pre-counseling (admission) provided by the college has been very poor, 29.8 per cent of the respondents feel that the Effectiveness of Anti-ragging services provided by the college has been Excellent, 29.8 per cent of the respondents feel both Fair and Very Poor when it comes to the Effectiveness of placement and career service provided by the college, 31.6 per cent of the respondents opine that the Effectiveness of cultural and sports at college has been fair, 43.9 per cent of the respondents have rated the conditions of canteen and other beverage services as very poor, 40.4 per cent of the students have rated that the rapport building between juniors, seniors, and peers has been fair, 28.1 per cent have rated that the Helpfulness of staff in the college has been excellent, 29.8 per cent of the respondents feel that the conditions of the classrooms and labs at college are Excellent and 28.1 per cent of the respondents have rated the conditions of the washroom at college as very Poor.

The above table clearly denotes the facilities and the kind of student welfare services they are provided and their opinions

on the same. Basic facilities like washrooms, health care services, canteen, cultural and sports activities, rapport facilitation between students are all to be examined cautiously and periodically. They determine the student well-being on campus. This period is very crucial in the student life and these basic services have to be met out efficiently and adequately well.

Major Findings:

- Majority of the respondents fall in the age of 18-20 years.
- 44 per cent of the respondents are from Nuclear family set up.
- About 68.4 per cent of the respondents are first generation learners.
- 96.4 per cent of the respondents are attending their college regularly.
- 42.1 per cent of the respondents have chosen this college due to their low family incomes.
- 53 per cent of the respondents are aware of the student welfare services in their campus from other students.
- 40.4 per cent of the respondents have strongly agreed on the provision of transport facilities
- 38.6 per cent of the respondents strongly agreed to the statement availability of campus security and surveillance system
- 28.1 per cent of the respondents reported neutral regarding provision of purified drinking water.
- Around 49 per cent of the students have said that there is no concession of food available for students of the weaker sections
- Around 50 per cent of them have expressed that they do not feel safe and secure at campus
- About 44 per cent of the students have expressed that girls do not get free medical aid.
- 43 per cent have expressed that they do not feel isolated or alienated in their college.
- 56 per cent have attributed that Student Welfare Services has played a role in reducing dropouts
- 24.6 per cent of the students feel that appropriate restrooms for the disabled students are adequately available on campus
- Internet café and printing facility on campus is not facilitated as 64.9 per cent have strongly disagreed on the same
- Parent's meetings are organised as per 42.1 per cent, promoting internship, etc has been strongly disagreed by 56.1 per cent.
- 54.4 per cent have mentioned the availability of pre-counselling services, 59.6 per cent of the respondents have mentioned that they don't have any information of ICC for addressing sexual harassment, 54.4 per cent have mentioned that they have no information of the Anti-Ragging Committee, 61.4 per cent of the respondents have expressed the non-information of the Counselling centres at their Institutions and 56.1 per cent of the respondents have no information on the availability of the qualified counsellors at the centre.
- 43 per cent of the respondents have expressed that their teachers strongly promote them to participate in extracurricular activities. 42.1 have agreed that there are sport facilities and equipment available.
- 56.1 respondents are of the opinion that Elections are required at the college.
- 40.4 per cent of the respondents strongly agree that there is Good communication between students and teachers.
- 61.4 per cent strongly disagree that there is exploitation by the college towards the students
- 52.4 per cent feel that may be their opinions are considered in their institution.
- 47.4 opine that the college does not conduct any alumni meetings.
- 70.2 per cent feel that their college does not collect the

feedback from the student on teacher performance and 86 per cent feel that they have not been benefitted from any students welfare services provided by the college.

- 45.6 per cent of the respondents have felt that the Institutions has been good enough when it comes to giving an opportunity of leadership to students
- 42.1 per cent feel good about the Effectiveness of the schemes/scholarship provided by the college
- 43.9 per cent of the respondents have rated the conditions of canteen and other beverage services as very poor, 40.4 per cent of the students have rated that the rapport building between juniors, seniors, and peers has been fair

Discussion and Recommendations:

One of the most important role of student welfare services is to prepare students for active participation in their respective societies. The above findings bring to the forelight some of the stark realities in the Higher Educational Institutions. Most of the respondents are still in the transition from late childhood to early adulthood. Hence, they need proper guidance and mentoring for their all-round development. They come predominantly from nuclear backgrounds hence chances are there that they miss out on elderly care when compared to the respondents from Joint family backgrounds. This also calls for higher level guidance and supervision. Most of them attend regularly and they are first generation learners, hence the enthusiasm is slightly on the higher side and this calls for concerted action at the institution level. Most of them are low-income groups but they are aware of the concept of student welfare services, probably they still feel positive about their education and career in their future. Food is a necessity and analysis show that it is not being provided like in schools hence this can be a drawback for some. The safety and security measures have to be adequately addressed so that the first-generation learners feel motivated to continue their academics. Medical aid and services are a priority which is not meted out effectively, these provisions also have to be addressed. Students believe that dropouts have been addressed and this is quite a positive sign and this needs to be strengthened. Students have not felt alienated and disabled students' facilities are comparatively better, but still needs to be adequately addressed. The counselling services, ICC, Anti ragging information have to be seriously disseminated periodically and experts need to be invited to sensitise them on the same. Teachers' presence has been quite positive and encouraging but at the same time the student teacher interface has to be strengthened with feedback taken from the student periodically. The Institution has been supportive with student fellowships, encouragement in sports and extracurricular activities, providing leadership opportunity to students. But at the same time, they seek for elections and strong Alumni Institution interface. They also feel there needs to be improvement in canteen and other peripheral services.

The above findings show intense analysis of the HEI identified as part of the pilot study in the project. This helped in strengthening the understanding of further Institutions on the same. It also helped in identifying the loopholes and the limitations and strengthen them accordingly. The concept of student services is used to describe the divisions or departments which provide services and student support in higher education. The main purpose is to ensure the students growth and development during the academic experience (NASPA, 2012). The HEI should aim to provide an integrated support service to the students enrolled and also who are in need of any kind of assistance or support.

CONCLUSION

The above study gave a glimpse of the existing student welfare services in Higher Educational Institution in Puducherry. The respondents have been very clear and precise when it comes to the queries sought with respect to the

nature of student welfare services and other facilities available to them. It is evident from the study that continuous feedback and evaluation of these services if frequently assessed can bring desirous results. The fact that many have confirmed that the student welfare services have prevented dropouts adds to the fact that it is essential to revitalise these services and expand their horizons so that constructive and positive changes to the students on campus can be further strengthened. India's youth matter politically and economically mentions Nayyar (2011) as India is having a population of 65 per cent who are under the age of 35 years (Sultana, 2015).

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