Info Edge Impact Assessment Report

Plaksha University
2021-2024

FUNDED BY

infoedge

IMPLEMENTED BY

PLAKSHA UNIVERSITY

IMPACT ASSESSMENT BY

give | grants

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Executive Summary

Plaksha University, established in 2017, aims to transform India's higher education landscape by addressing the skill gap between graduates and industry needs through an innovative approach that integrates technology, entrepreneurship, and interdisciplinary learning. The university is not just a place for academic learning; it is a vibrant ecosystem that encourages students to explore, innovate, and excel in various fields.
Plaksha University places a strong emphasis on experiential learning and real-world problem-solving, which cultivates an entrepreneurial mindset among its students. This goal is achieved through a variety of initiatives, including the Tech Leaders Fellowship (TLF), the Young Technology Scholars (YTS) program, and the Plaksha Summer Innovation Program (PSIP formerly known as PSEP). Additionally, the university provides a comprehensive range of technology-related courses for undergraduate students.

The Info Edge Centre for Entrepreneurship, provides mentorship and resources to aspiring entrepreneurs and serves as a hub for innovation, connecting students with industry experts, investors, and market leaders who guide them through the process of turning their ideas into viable business ventures. This is mainly done through providing students various course on entrepreneurship and also through PSIP.

Through CSR initiatives, Info Edge(India) Ltd. partnered with Plaksha University to support Campus Developments and the Info Edge Centre for Entrepreneurship. This collaboration empowers undergraduates, for a competitive job market, for which Info Edge generously gave a grant of INR 5,80,00,000 to Plaksha University over a course of 3 years starting, in 2021.

This impact evaluation assesses the outcomes of Plaksha University's Infrastructure developments and its impact on Undergraduate, Tech Leaders Fellowship (TLF), and Young Technology Scholars (YTS) programs along with the effectiveness of Centre for Entrepreneurship (CFE). The evaluation explores infrastructure utility, student experiences on campus amenities & utilities, learning outcomes, and program contributions to fostering entrepreneurial mindset and practical skill development.

Key Findings

- The campus facilities were reported to be fully functional, with no major delays in construction and adherence to architectural standards. The building is free from structural damage, well-equipped with adequate lighting, seating, and utilities, and accessible for differently-abled individuals.

- The evaluation also revealed that the infrastructure development at Plaksha University, including state-of-the-art labs, collaborative spaces, and the Centre for Entrepreneurship, significantly enhanced student collaboration, practical learning, and faculty-student engagement. 93% of students confirmed that the infrastructure was effectively utilized, with 76% acknowledging improved student-faculty interaction. However, limited study spaces, constrained operational hours, and inconsistent maintenance practices emerged as critical areas for improvement.

- The Young Technology Scholars (YTS) program effectively introduced high school students to technology and entrepreneurship, with 100% of participants reporting gains in problem-solving, teamwork, and technical knowledge. The program also influenced future career choices, with 40% of participants expressing a deep impact on their career goals. However, the need for increased practical exposure, longer program duration, and accessible infrastructure was highlighted to maximize student outcomes.

- The Tech Leaders Fellowship (TLF) program was highly effective in fostering leadership, problem-solving, and technical knowledge, with 100% of participants gaining practical learning experiences, industry exposure, and mentorship opportunities. However, limited networking events, constrained access to infrastructure, and balancing academic commitments were reported as primary challenges. Enhancing industry exposure, extending program duration, and expanding access to infrastructure were recommended to sustain the program's long-term impact.

- The Undergraduate Entrepreneurship Courses have demonstrated a strong influence on students' career trajectories, with 68% of students applying their skills in personal projects, start-ups, or internships. Additionally, 83% of students reported that the new infrastructure positively impacted their academic performance and motivation to learn, highlighting the role of conducive infrastructure in enabling practical learning and collaboration. However, gaps in early access to entrepreneurship courses for first-year students and limited operational hours of collaborative spaces remain key challenges.

Key Recommendations

- **Enhancing infrastructure accessibility and sustainability** by extending operational hours, increasing collaborative spaces, ensuring inclusivity for all students, promoting regular maintenance, and incorporating energy-efficient and eco-friendly materials
- **Strengthening entrepreneurial support systems** by expanding mentorship opportunities, fostering startup incubation, and providing continuous industry exposure
- **Expanding access to entrepreneurship courses** from the first year and improving resource communication channels to optimize infrastructure utility
- **Increase funding and resource for PSIP** by inviting mentors across varied fields, facilitating linkages with various grants & schemes by the Government. Additionally, tracking startups supported by the program will enhance the impact for students and the university
- **More comprehensive course structure for Tech Leaders Fellowship(TLF)** so that students have in-depth understanding of Artificial Intelligence(AI) and Machine Learning(ML)
- **Establishing a Student Infrastructure Advisory Board (SIAB)** to address infrastructure-related concerns and promote inclusive and efficient facility usage

The impact evaluation concludes that Plaksha University's Infrastructure Developments along with its recently opened Centre for Entrepreneurship have made significant contributions to fostering innovation, entrepreneurial mindset, and collaborative learning. However, improving infrastructure usability, enhancing sustainability practices, and ensuring better resource accessibility will further empower the university's ability to cultivate future leaders and changemakers. Ongoing support and guidance from Info Edge will be crucial in solidifying Plaksha University's role as a center of excellence.

Introduction

India's higher education sector has seen significant expansion over the past two decades, with over 1,100 universities and 42,000 colleges serving nearly 40 million students (AISHE Report 2022). Traditional higher education institutions often emphasise rote learning and theoretical knowledge, which has resulted in a skill gap between graduates and industry expectations (India Skills Report 2023). In recent years, liberal arts and sciences education has gained prominence as an alternative to rigid discipline-specific learning, fostering critical thinking, problem-solving, and adaptability among students (FICCI Higher Education Report 2021). However, while the liberal arts approach enhances cognitive and analytical abilities, graduates often face difficulties in translating these skills into tangible job opportunities due to a lack of industry-specific technical training (NASSCOM Report 2022).

Additionally, India's job market is undergoing rapid transformation, driven by technological advancements and an increasing demand for entrepreneurial skills. Reports indicate that nearly 48% of Indian graduates are not employable in high-growth sectors due to insufficient industry-relevant skills (India Skills Report 2023). The need for experiential learning, mentorship, and practical exposure has become more urgent than ever.

Plaksha University

Established in 2017, Plaksha University saw the coming together of 100+ corporates, industrialists, market leaders to reimagine technological education for India and the world. Therefore, Plaksha University aims to revolutionise higher education in India by integrating technology, entrepreneurship, and interdisciplinary learning to nurture future innovators and leaders. With a strong emphasis on research, hands-on learning, and global collaborations, the university seeks to develop solutions for real-world challenges while fostering an entrepreneurial mindset among students. In its endeavour to transform technological education and create the next-generation leaders, Plaksha University is guided by three pillars.

Reimagining Technology Education

Interdisciplinary curriculum integrating technology, liberal arts and design. Hands-on pedagogy and focus on self-development.

Fostering tech innovation & entrepreneurship

Entrepreneurial mindset in faculty and students, innovation culture and enabling ecosystem, mentorship and networks.

Addressing grand challenges

Research centers focused on solving grand challenges through impact-focused research and tomorrow's technologies.

The Info Edge Centre for Entrepreneurship at Plaksha University serves as a hub for fostering innovation, startup incubation, and industry-academic partnerships. It provides aspiring entrepreneurs with mentorship, funding opportunities, and experiential learning programs such as the Plaksha Summer Innovation Program (PSIP). By equipping students with essential problem-solving and execution skills, CFE aims to build a thriving entrepreneurial ecosystem that contributes to India's technological and economic growth.

Info Edge Support

Driven by innovation, creativity, a seasoned leadership team, and a strong entrepreneurial culture, **Info Edge(India) Ltd.** is one of India's leading online classifieds companies, catering to recruitment, matrimony, real estate, education, and related services. The company's spirit of entrepreneurship is evident in its investment in early-stage companies/startup ventures to tap into the growing and vibrant Indian Internet market, like Zomato, PolicyBazaar, etc.

In alignment with the Company's objectives and vision, Info Edge advances value creation within communities through its services, responsible conduct, and activities as part of the CSR initiatives, while fostering continuous and inclusive societal growth. Therefore, as part of its CSR objectives and policies, Info Edge's area of focus is promoting education for underprivileged groups like children, the elderly, and differently-abled groups by building and improving educational facilities, providing resources like books and uniforms, offering scholarships, and promoting computer literacy. They also support vocational training and self-employment opportunities, emphasise special needs education, and develop leadership skills among educators.

Recognising the urgent need to bridge the gap between Interdisciplinary learning and entrepreneurial skill development, backed by its commitment to fostering innovation and entrepreneurship in India's higher education sector, Info Edge supported Plaksha University for the InfoEdge Centre for Entrepreneurship.

CFE and the University receive guidance and support from Hitesh Oberoi, Managing Director and CEO of Info Edge(India) Ltd. who is Founder & Trustee of the University and is also part of the Governing Body, headed by the Chancellor and Vice-Chancellor of the University.

The programme is in alignment with Sustainable Development Goals as outlined in the United Nation Agenda 2030:

SDG 4: Quality Education

Target 4.3
By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Target 4.4
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

The programme also fulfills the provisions of item (ii) outlined in Schedule VII of the Companies Act, 2013.

This collaboration aligns with Info Edge's broader vision of empowering young professionals with the skills necessary to thrive in a competitive and ever-evolving job market.

The Impact Assessment conducted by Give Grants, evaluated the effectiveness of the Centre's initiatives and their contribution to students' success and career advancement along with infrastructure development done around the campus.

This report aims to comprehensively analyse the program's implementation and accomplishments, including the infrastructure development, providing a detailed insight into the University's role in fostering sustainable development and community empowerment.

Scope of Study

OBJECTIVES

- Assess the relevance and efficiency of the intervention and review the implementation pathways.
- Understand the effectiveness of the intervention.
- Understand the major success factors and challenges in the intervention.
- Find the areas of improvement across all the factors from programme design to implementation.
- Provide an assessment framework to effectively capture impact and provide actionable recommendations.

LIMITATIONS

- Due to the Impact Assessment period coinciding with the university's winter holidays and also delayed scheduling of interviews, the data collection was delayed
- Due to limited availability of the undergraduate students during on-ground visit at the university, only a small percentage was covered through face-to-face interview and the remaining were covered virtually

Methodology

Three Point Assessment Framework

Program Design

We study programme design through programme strategies, inputs and resources, assumptions, outreach mechanisms, and much more. The Give's Impact Assessment approach for programme design is based on assessment criteria such as relevance and preparedness, and using methodologies such as needs assessment.

Program Delivery

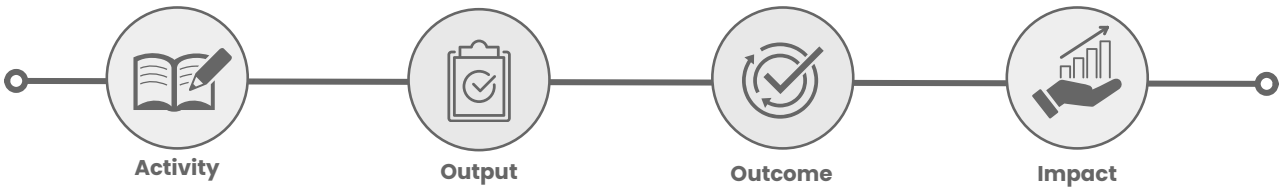
The Give team assesses the programme delivery to understand the success of the programme delivery mechanism in attaining the overall objectives such as cost-effectiveness, resource efficiency, and equity in service delivery, best practices and challenges, perception about the services among the relevant stakeholders, among other actors.

Impact and Sustainability

The program's impact potential was assessed to ascertain whether a change or the desired outcome can be attributed to the programme intervention. Give uses criteria such as *scale* and *sustainability* of impact to understand the change and potential of sustaining the change inter alia.

Theory of Change

Based on the OECD-DAC Framework, the ToC has been developed with indicators and the impact identified through data collected.



Activity	Output	Outcome	Impact
The specific actions or processes that a programme undertakes to achieve its goals and objectives.	The direct and immediate results or products of the activities undertaken.	The changes or effects that occur as a result of the outputs and activities.	The ultimate and long-term effect or result that a programme or intervention aims to achieve.

Activities	Outputs	Outcomes
• Design & delivery of curriculum blending liberal arts & sciences with technology • Facilitation of experiential learning through field visits and real-world projects	• 100% placement of TLF candidates • 2X increase in family income of students	• Enhanced skills and knowledge to ensure students are prepared to enter job market
• Setting up advanced laboratories • Strategic partnership with international universities, corporates	• 15+ partnerships formed and 100+ global founders engaged • Infrastructure development for research and lab-based learning	• Improved research and innovation
• Provision of incubation support and mentorship through Plaksha Summer Innovation Programme • Providing monetary grants to student-led start-up	• 20+ start-ups supported through PSIP(previously known as Plaksha Summer Entrepreneurship Program)	• Strengthened entrepreneurship ecosystem

Impact

Strengthening India's entrepreneurial ecosystem by developing leaders, innovators, social changemakers through promotion of interdisciplinary disciplines and equitable opportunities in STEM and entrepreneurship.

Logical Framework Analysis

A logical framework model is created below against the TOC to reflect identifiable indicators, means of verification, and assumptions for the initiatives undertaken by Plaksha University.

LF Reference	Summary of Objectives	Indicators	Means of Verification	Assumptions
Impact	• Strengthening India's entrepreneurial ecosystem by developing future-ready leaders and innovators through education, research, and mentorship	• Multifaceted learning experience that goes beyond traditional academics	• Employment and salary records	• Continued financial and strategic support from Info Edge and other partners • Market and economic conditions allow for startup growth and sustainability
Outcome	• Increased skills, practical exposure, networking & research opportunities, along with funding & laboratories, empowering students to navigate start-up venture and professional landscape	• Percentage of students taking courses in entrepreneurship and technological course after in their UG • Percentage of students with successful start-up ventures • Percentage of students placed across various industries in top organisations/corporations	• Project Records. • Placement report for FY 22-23 and 23-24. • KII with employers. • KII with Founders of Start-up	• Industry demand for Plaksha graduates
Output	• Plaksha students leverage their acquired skills and innovative capacities, emerging as successful entrepreneurs, thought leaders, and change agents, thereby addressing society's critical challenges	• No. of students completing TLP, YTS and UG programme • Total number of workshops, events, guest speaker sessions organised annually • No. of startup ventures incubated through PSIP • No. of start-ups receiving mentorship and funding	• Project records. • Start-up progress tracking	• Students have intrinsic motivation to engage with STEM & entrepreneur-ship • Availability of venture funding and mentorship
Input	• Enhancing student engagement and participation through delivery of course by industry practitioners, workshops, incubation programs, field visit, real-world projects, international exchange programs, industry partnerships and alumni network	• No. of interdisciplinary courses offered • No. of students enrolling for various entrepreneurship course • No. of research centres & labs functional. • Frequency of mentor and guest speaker engagements	• Project Reports and physical verification. • Beneficiary and Program Team Interviews	• Timely completion of infrastructure projects. • High-quality faculty and mentors maintained

Sampling Strategy

The study adopted a purposive sampling technique, with beneficiaries identified based on pre-defined criteria, ensuring gender representation wherever applicable. A cross-section of key stakeholders were also engaged such as faculty, employers, founders of start-ups, programme team, etc. They were identified according to the nature of the intervention. Donor representative have also been interviewed to understand the compliance and alignment of strategies between Info Edge's CSR policies and the Centre for Entrepreneurship at Plaksha University.

Total sample size **121**

Beneficiaries Covered

84 Undergraduate Beneficiaries

20 TLF and YTS Beneficiaries

76 virtual interviews

28 In-person interviews

Key Informant Interviews

Start-up supported through PSEP	5	Employers/Recruiters	2
Faculty	3	Employees/Customers /Beneficiaries of startup	4
Program Team	2	Info Edge CSR Team	1

The Give Grants IA team undertook the data collection with all the relevant stakeholders through both virtual and physical interactions and beneficiary survey. For the physical interview, the team visited the Plaksha University campus at Mohali, Punjab.

Findings & Analysis

The data was analyzed against the assessment framework and study objectives about the coherence and relevance of programme design, efficiency and effectiveness of programme delivery, immediate impacts, and programme sustainability. Program monitoring data and secondary sources were referred to derive insights wherever needed. Qualitative data was analyzed using a thematic analysis approach and concluded after triangulating with secondary sources and stakeholder testimonials.

The Info Edge grant towards Plaksha University significantly contributed to Infrastructure Developments and supporting the Centre for Entrepreneurship. Therefore, for the purpose of the Impact Evaluation undertaken by Give Grants, the below beneficiaries and aspects were under purview for analysis and drawing inferences.

01 Infrastructure Development & Accessibility

02 Tech Leaders Fellowship

03 Young Technology Scholar

04 Undergraduate Students taking Entrepreneurship courses

Undergraduate Students

Beneficiary Profile

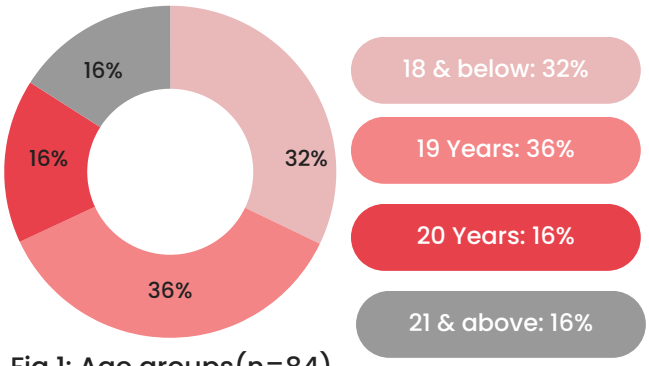


Fig 1: Age groups(n=84)

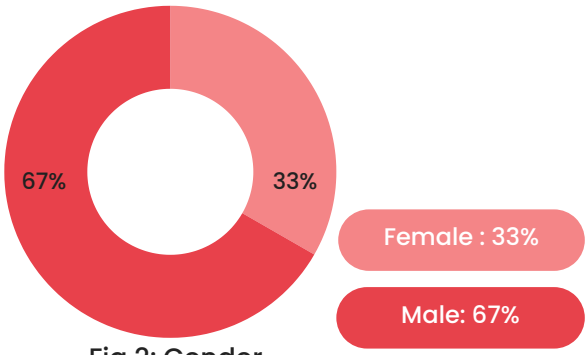


Fig 2: Gender Split(n=84)

The beneficiary data shows greater participation of Male students for the intended impact assessment of the Infrastructure Developments, Campus Amenities, Utilities & Maintenance along with the contributions made towards the Centre of Entrepreneurship (CFE). Fig 1 also indicates the age distribution of students, with 36% in age category of 18 and 32% in age category of 18 & above.

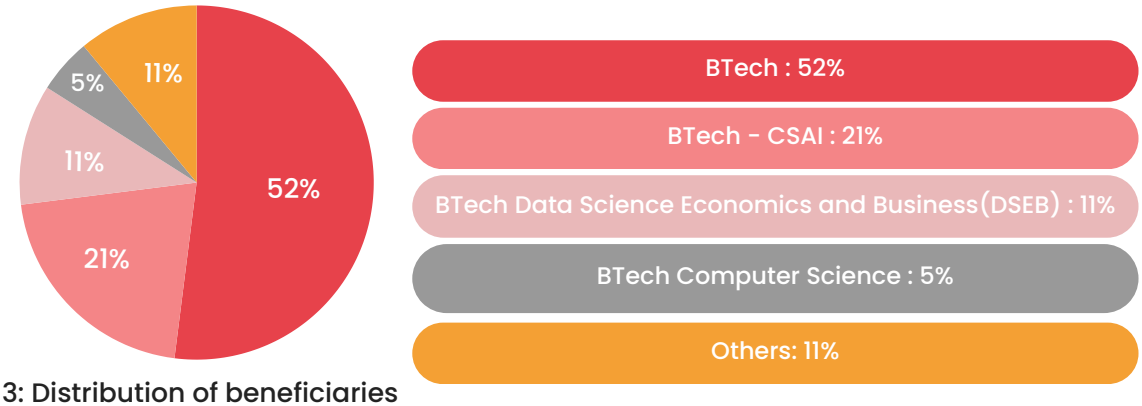


Fig 3: Distribution of beneficiaries across various disciplines(n=84)

Fig.3 illustrates the distribution of students enrolled in various interdisciplinary technological programs at Plaksha University. 53% of respondents have opted for pure BTech courses, followed by 21% opting for Computer Science and Artificial Intelligence, 11% for Data Science, Economics & Business (DSEB) courses and another 5% for Computer Science. The remaining 11% fall into the "Other" category, which includes students from BTech Data Science, BTech Robotics and AI, BTech Biosystems Engineering, DSEB with Tech Entrepreneurship Minor, Freshman Curriculum, RCPS, Undecided, and other Undergraduate Programs. This distribution highlights the dominance of core engineering disciplines, particularly Computer Science and Data Science.

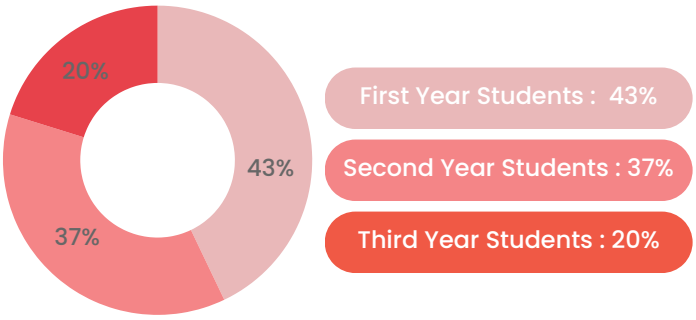


Fig 4: Undergraduate Year-Wise Distribution(n=84)

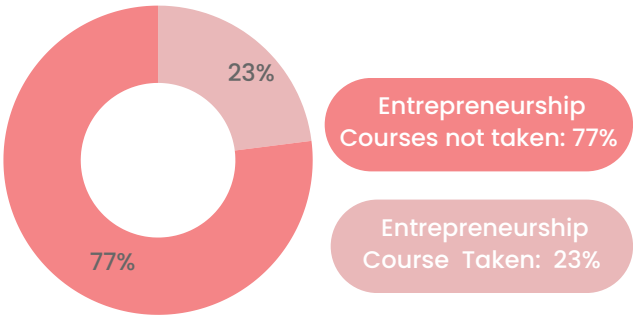


Fig 5: Enrollment in Entrepreneurship Course(n=84)

For the intended survey of undergraduate beneficiaries at Plaksha University, two divisions were made: 1st category delved into the relevance, efficiency and impact of Infrastructure Developments at Plaksha University and the 2nd category delved into the relevance, effectiveness, efficiency and impact of the Centre of Entrepreneurship.

In view of the above, Fig 4. shows that respondents are mostly First and Second Year UG students while Fig 5. shows that among 84 undergraduate respondents interviewed at Plaksha University, only 23% students are taking entrepreneurship courses and 77% have not taken. This means that students are showing interest in entrepreneurship but more varied courses, workshops, events needs to be explored by CFE for greater student engagement and participation.

Student Interview taken by Give Grants Team member at Plaksha University

The infrastructure verification assessment undertaken by the Give Grants team at Plaksha University, funded by Info Edge(India) Ltd., indicates high-quality construction and usability.

The campus facilities were reported to be fully functional, with no major delays in construction and adherence to architectural standards. The building is free from structural damage, well-equipped with adequate lighting, seating, and utilities, and accessible for differently-abled individuals.
Safety measures such as fire extinguishers, emergency signage, and clear pathways were found to be in place. The branding of Info Edge (India) Ltd. was not visible near the Info Edge Centre for Entrepreneurship, indicating a need to incorporate it, as the centre's name includes the company name.
Overall, the quality of infrastructure was given rating of 5 out of 5 by the Give Grants team member with the space being described as **spacious**, **clean**, and **equipped with meeting rooms, aligning well with the intended purpose of fostering entrepreneurship and innovation.**

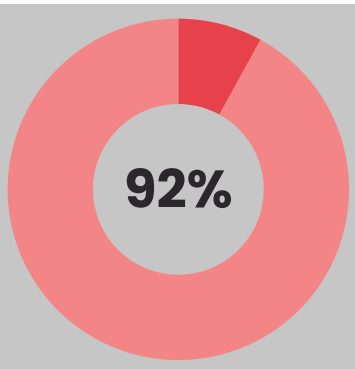


Fig 6: Perception of Infrastructure Improvements

Majority of students believe that new infrastructure has positively impacted their ability to access and engage in academic activities, with 92% affirming its benefits. This suggests that the improvements have significantly enhanced the learning environment, providing better facilities, accessibility, and resources.

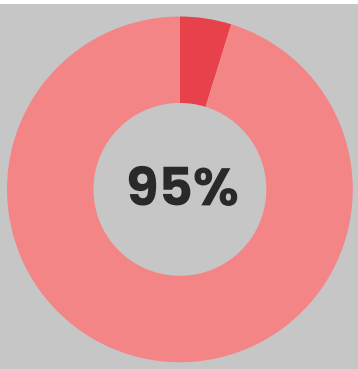


Fig 7: Availability of Resources for Practical Learning

Majority of students acknowledge that the facilities, including laboratories and classrooms, are well-equipped with the necessary resources for practical learning, with most respondents expressing satisfaction. This indicates that the institution has made significant investments in providing a conducive learning environment that supports hands-on education and skill development.

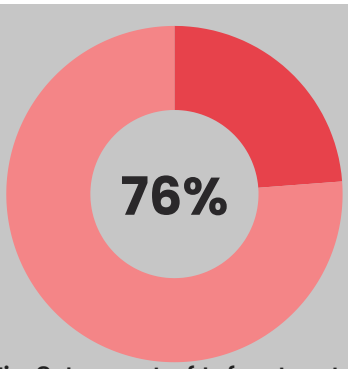


Fig 8: Impact of Infrastructure on Student-Faculty Collaboration

Majority of students believe that infrastructure developments have contributed to increased collaboration and interaction among students and faculty, with 76% acknowledging its positive impact. This suggests that improved facilities, such as better-designed classrooms, collaborative spaces, and upgraded digital infrastructure, have fostered a more engaging academic environment.

Infrastructure Effectiveness & Efficiency

Infrastructure Feature	Impact
Collaboration Spaces (Acad 4, HDFC Block)	The improved infrastructure fosters collaboration, with Acad 4 (HDFC Block) now a robotics hub for efficient project work.
Entrepreneurship Cell(E-Cell)	E-Cell's entrepreneurial events have fostered collaboration, inspiring students to form groups and work more effectively.
Study Spaces (CTLC Studio, HDFC Study Area)	The enhanced facilities offer students and faculty more freedom and space to interact and discuss ideas.
Glass Panels as Whiteboards	The innovative use of glass panels as whiteboards provides comfortable, flexible spaces for studying and brainstorming.
Centre of Entrepreneurship	The newly established Centre of Entrepreneurship offers collaborative spaces, making it a hub for student interaction and teamwork, even during exams.
Classrooms with Multiple Screens	Classrooms equipped with multiple television screens facilitate better understanding of topics.
Mentor Accessibility & Faculty Engagement	Students are encouraged to engage in research under faculty guidance, with improved infrastructure enhancing communication.The availability of mentors makes it easy for students to discuss new ideas and receive valuable feedback.

The infrastructure developments have not only improved collaboration and engagement but also created an environment that fosters research, innovation, and teamwork.

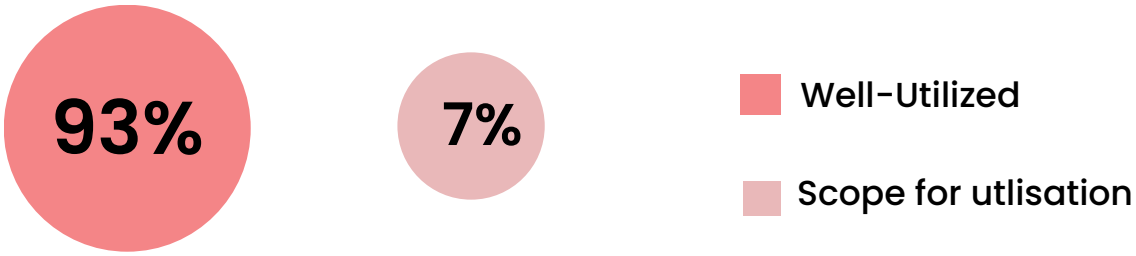
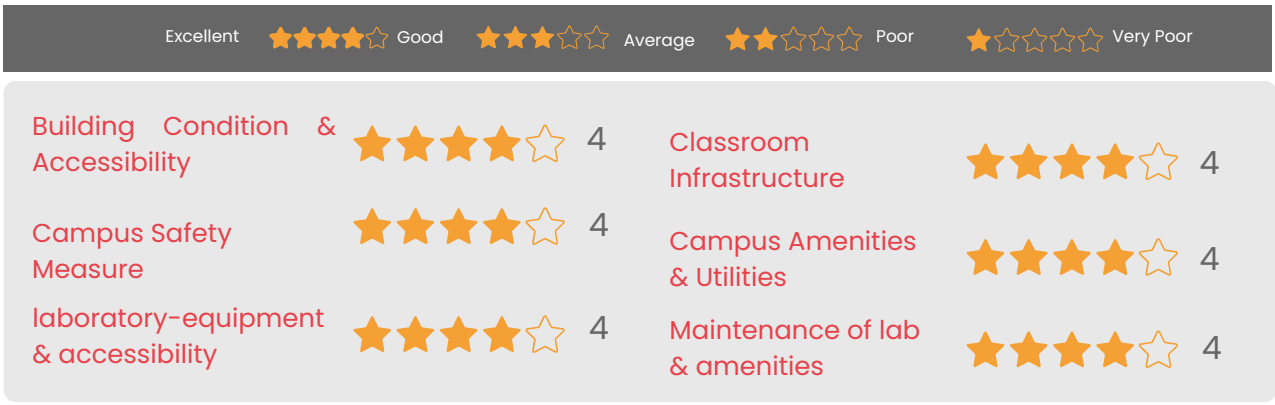


Fig 9: Effectiveness of Infrastructure Utilisation

The infrastructure is being effectively utilized for its intended purpose, supporting academic activities, research, and student engagement as indicated by Fig.9. The study spaces, collaboration areas, and classrooms are serving its designed objectives, enhancing the overall learning experience.

Infrastructure Rating on Accessibility, Amenities, Maintenance & Utilities



The infrastructure accessibility at Plaksha University has received consistently high ratings from undergraduate students across various parameters. **Key elements such as building condition and accessibility for Persons with Disabilities (PWDs), campus safety measures, laboratory facilities, classroom infrastructure, and campus amenities have all been rated 4 out of 5. This indicates a high level of satisfaction with the overall infrastructure quality, ensuring a conducive environment for learning and practical application**.

Challenges

- Challenge in identifying facility management, including the Centre for Entrepreneurship (CFE)
- Poor communication about available campus facilities and programs
- Podcast studio and Entrepreneurship building are mainly reserved for specific uses, limiting access for students
- Practical issues: malfunctioning plug points, inadequate ventilation, and lack of whiteboards/markers in meeting rooms
- Lack of communication on changes for amenities leaves students and faculty uninformed
- Early closing times of facilities restrict student access to resources

Scope for Improvement

Implement better administrative measures and resource management. A key issue is the availability of study spaces, which are often occupied by less number of people that it is intended for making it hard for other students to find a spot. Increasing the availability of study spaces and ensuring fair usage will be beneficial.

Creating an accessible podcast studio for students will enhance opportunities for creative projects, fostering skill development and inclusivity.

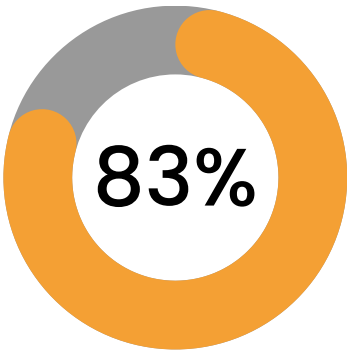


Fig 10: Impact of Infrastructure on academic performance of students

Fig. 10 shows that 83% of Plaksha University students feel new infrastructure positively impacts their academic performance and motivation. Improved facilities, such as equipped classrooms and modern labs, enhance engagement and resource access, fostering experiential learning and innovation. This development creates an inclusive learning atmosphere that boosts academic performance and motivation. However, the 17% reporting no impact suggests a need for further infrastructure enhancements .

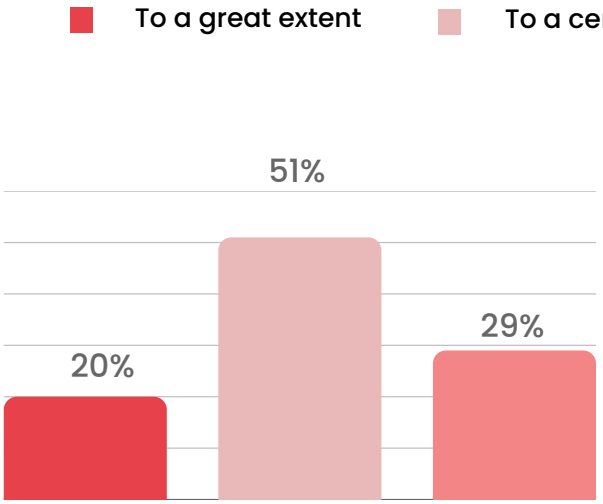


Fig 11: Impact of Infrastructure on quality of teaching or faculty engagements(n=84)

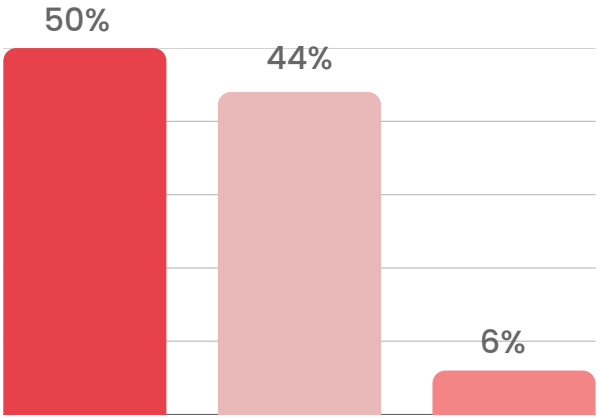


Fig 12: Impact of Infrastructure on on overall campus environment and student experience(n=84)

The development of new infrastructure at Plaksha University has positively impacted faculty engagement and the overall campus environment. Fig.11 indicates that 5% of students observed some improvement in teaching quality and faculty engagement to a great extent, while 20% noted changes to a certain extent, indicating that better facilities have facilitated interactive and practical learning.

Additionally, Fig 12. indicates that 50% of students felt the infrastructure enhanced the campus environment and student experience to a great extent, with 44% acknowledging improvements to a certain extent. This reflects that modern infrastructure has fostered collaborative learning, better faculty-student interaction, and an enriched campus atmosphere.

Observation: As student populations increase, there is a growing need for more facilities. The current academic space is limited and may not be sufficient for the increasing number of students in the future. Additionally, there is a lack of creativity spaces, such as a podcast studio. The spaces in the Centre for Entrepreneurship are small, and with the continuous rise in the number of students, these spaces will become even more constrained.

Infrastructure Developments contributing towards enhanced learning experience by the students

Focus on Entrepreneurship

Entrepreneurship classes are supported by infrastructure with meeting rooms for visual representation of ideas and projects.

Collaboration & Skill Development

Students develop skills through E-cell events, competitions & team projects, exposure visits keep students interested and engaged.

Communication & Interpersonal Skills

Studio improved this skills aiding in conducting startup meetings and understanding concepts better with lab equipment.

Industry Insights

Sessions with entrepreneurs & business leaders provide valuable insights into the business world, enhancing learning experience and space for collaboration.

Practical Application

The marketplace accessibility & product design opportunities enhance practical skills & understanding of the topics.

Research Opportunities

Workshops, research opportunities & access to robotics labs foster interest in entrepreneurship. CFE offer spaces for peaceful studying.

Sustainability

The infrastructure at Plaksha University is generally well-maintained, with 58% of students acknowledging high maintenance standards, ensuring long-term usability. However, 35% feel maintenance is only partial, highlighting the need for regular inspections and upkeep, especially in labs and collaborative spaces. From a sustainability perspective, 65% of students recognised the use of eco-friendly materials and energy-efficient designs, though 27% lacked awareness.

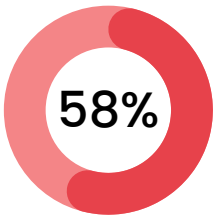


Fig.13 Maintenance

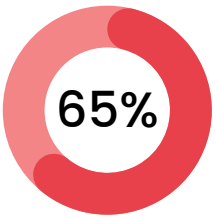


Fig.14 Use of sustainable Materials in Infrastructure

To ensure long-term impact, students emphasised the need for expanded study spaces, enhanced access to entrepreneurial resources, and daily maintenance of facilities. Suggestions also included- reducing energy consumption (turning off lights, optimising space usage) and improving access to mentors, collaborative spaces, and functional facilities. Addressing these needs will sustain infrastructure quality while promoting a resource-efficient, student-centric learning environment.

Program Evaluated- Tech Leaders Fellowship

Tech Leaders Fellowship (TLF) is a postgraduate initiative designed to cultivate technology leaders from India for a global impact. The curriculum has been collaboratively developed and delivered with the Sutardja Center for Entrepreneurship and Technology at the University of California, Berkeley. This program encompasses coursework in artificial intelligence, machine learning, design thinking, data science applications, entrepreneurship, and personal leadership development.

Program Insights

Age: The participants' ages range from 22 to 29 years, with a mean age of approximately 25.5 years.

Occupation/Profession: 99% participants are working in MNCs or corporate agencies.

Designation: Participants hold various roles such as Data Scientist, AI Scientist, Product Manager Associate, etc.

Industry of Employment: Participants are employed in diverse industries including IT, Health-Social Impact, and Ed-Tech.

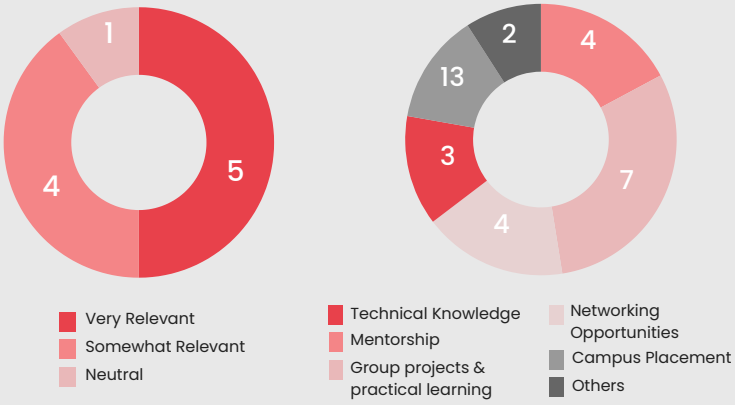


Fig 15: Program Relevance & Coherence (n=10)

7 respondents liked practical learning, 4 respondents liked mentorship, and another 4 respondents liked networking, which are essential for entrepreneurial and leadership growth. However, there are areas for improvement with 5 finding it very relevant and around 4 finding it somewhat relevant. and 1 finding it neutral. There is a need for better alignment of technical knowledge with industry requirements, customization of the curriculum to match student aspirations, and improved access to learning resources and entrepreneurial funding.

TLF Program Effectiveness & Efficiency

The primary insights underscore the program's strengths which encompass valuable industry exposure, effective classroom instruction, and favorable feedback regarding resources and infrastructure. Nevertheless, there are several areas that warrant improvement. These include the necessity for a more structured and comprehensive curriculum.

Out of the total 10 respondents interviewed for TLF, 9 did not face any challenges in balancing the various components of the program while only 1 reported the schedule of the program being very hectic due to short duration of the course.

Young Technology Scholars (YTS) is an immersive two-week summer program designed for students in grades 9 to 12, offering them hands-on experience in real-world engineering and problem-solving challenges.
The program features 4 main components of: Lectures, Exercises, Hands-on projects and Mentorship & Guest Sessions.

Program Insights

Age: The participants' ages range from 15 to 18 years, with a mean age of approximately 16.5 years.

Gender: 60% of the respondents were females and 40% were males.

Infrastructure & Resources: Respondents provided positive feedback on access to computer labs, functionality of labs, uninterrupted power supply and internet access.

Class and City: Participants are from diverse locations across India. Students are mostly high school students with 40% in standard X and 30 % in standard XI.

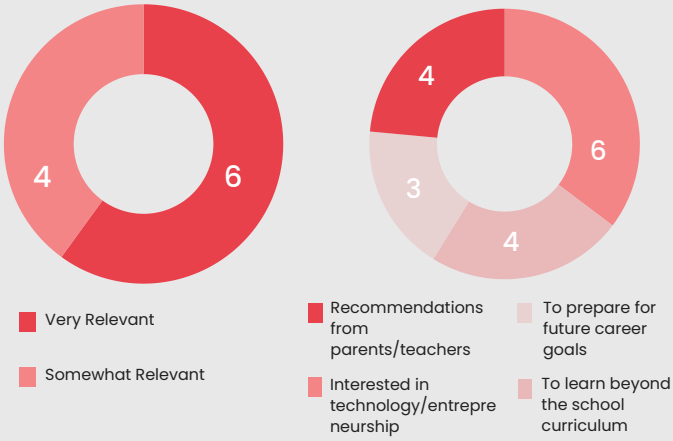
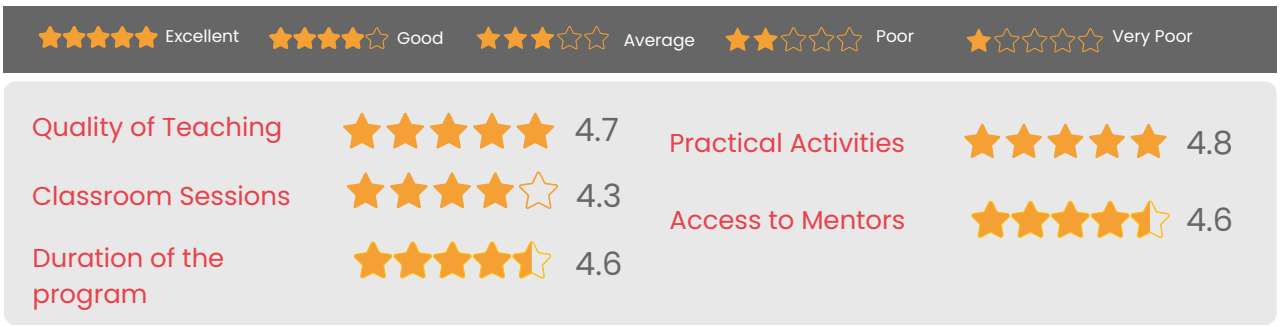


Fig 16: Program Relevance & Motivation for Joining YTS (n=10)

As the YTS programme are targeted for high school students, participants join for various reasons: 6 out of 10 are motivated by a passion for technology/entrepreneurship, 4 seek learning beyond the school curriculum, 3 are preparing for future careers, and 4 have joined the program as it was recommended by their parents. The program meets the educational and career aspirations of its participants, with half finding it very relevant and half somewhat relevant to their interests.

YTS Program Effectiveness & Efficiency



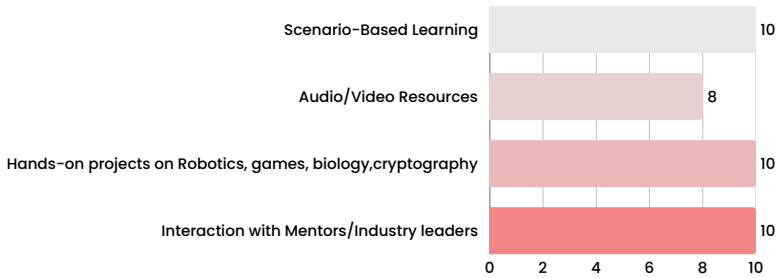


Fig 17: Types of Learning Methods(n=10), multiple responses by each respondent

The Young Technology Scholars (YTS) program at Plaksha University has received highly positive feedback from participants for the various methods experienced by the students. Moreover, 10 students particularly valued hands-on projects and 10 students mentioned mentor interactions, highlighting the program's focus on real-world learning.

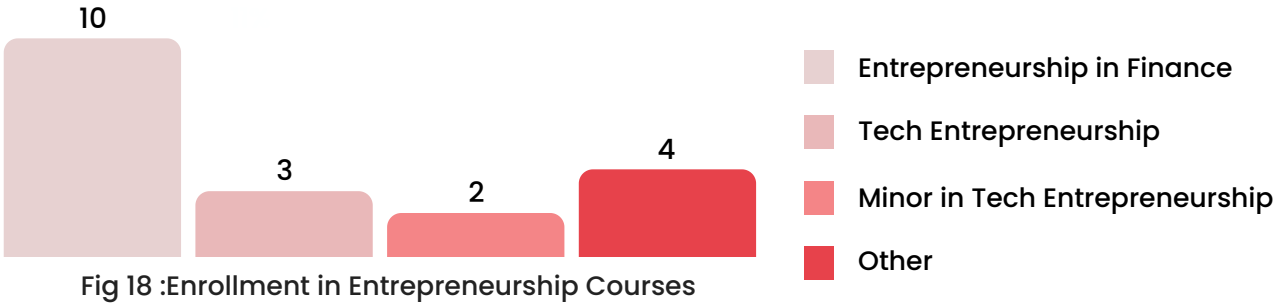


Fig 18 :Enrollment in Entrepreneurship Courses

Fig.18 indicates that among the 19 students enrolled in entrepreneurship courses, most have opted for Entrepreneurship in Finance, followed by specialized programs in Tech Entrepreneurship and Minor in Tech Entrepreneurship. Additionally, a few students have chosen other courses related to business innovation, technology, and leadership. The "Other" category includes a variety of specialized courses such as Business Finance, Business Innovation, Tech Product Development, Design Thinking for Entrepreneurs, ECL, E-Finance, Leadership Boot Camp, Fireside Chat, Entrepreneurial Challenge Lab, Innovation Leadership Boot Camp, and Tech Seminar Series.

This highlights a strong inclination toward finance-related entrepreneurship, with a notable interest in technology-driven courses.

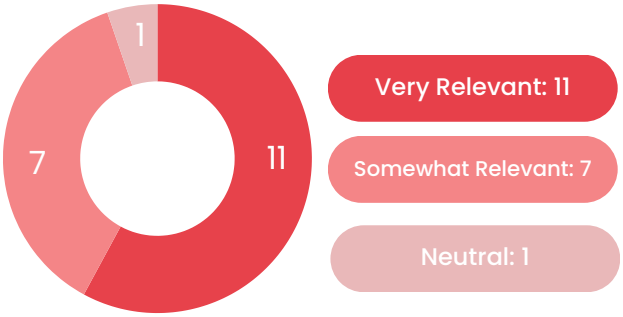


Fig 19: Relevance of Entrepreneurship Course(n=19)

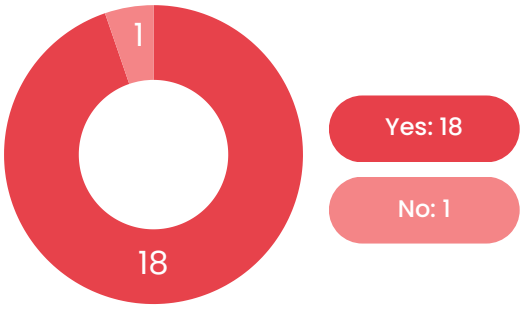


Fig 20: Industry-Relevant Topics(n=19)

Fig.19 shows the feedback from students at Plaksha University indicating that 11 respondents found the entrepreneurship courses in technology very relevant to their academic and career goals, while 7 respondents found them somewhat relevant. Additionally, in Fig.20, 18 respondents agreed that the courses cover current and industry-relevant topics, highlighting the curriculum's strong practical value with minimal dissatisfaction.

Fig.21 indicates some of the highlights/salient features that the attracted the students to take entrepreneurship course.

Students appreciate the industry-relevant topics, along with field exposure and incubation opportunities, which support practical learning and startup development. The Centre fosters a strong entrepreneurial ecosystem.

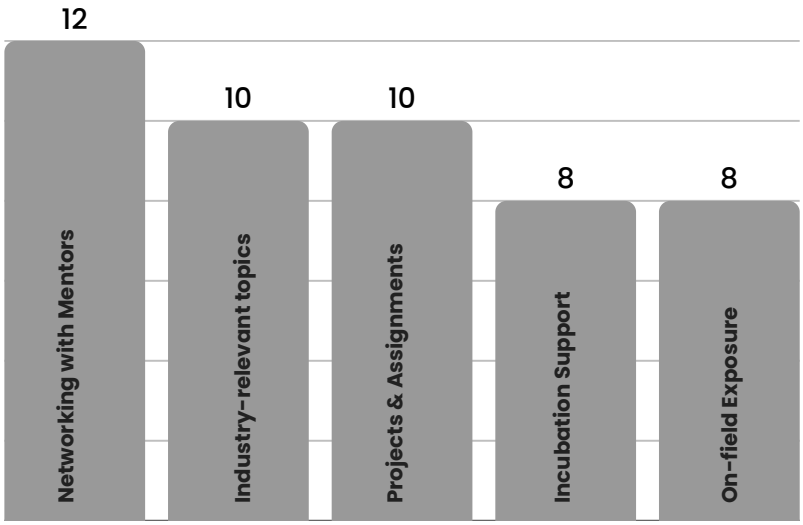


Fig 21: Highlights of CFE(n=19), *multiple response

*as the number of respondents is less than 30, which is the minimum respondents required for the data to be statistically significant, the data is presented in number of responses and not in percentages.

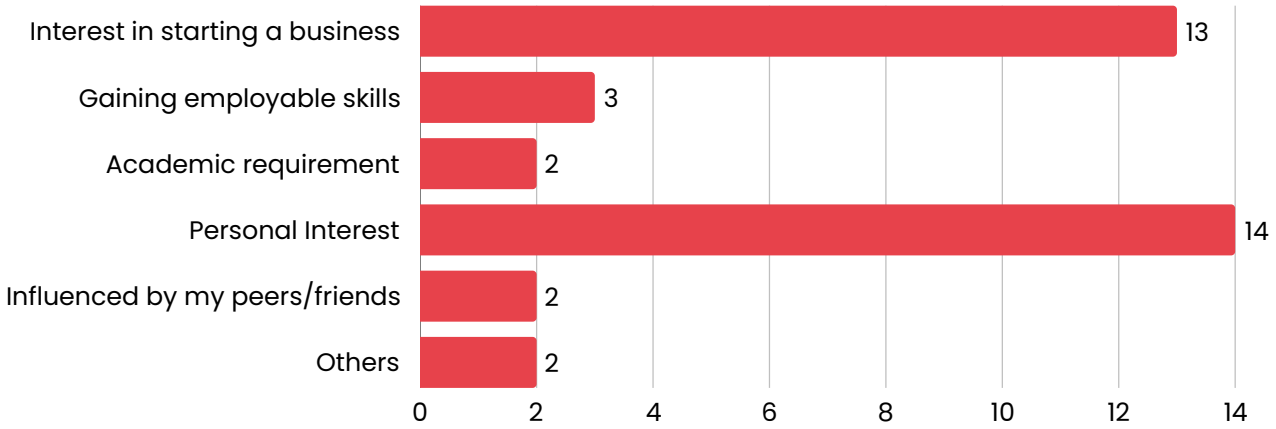
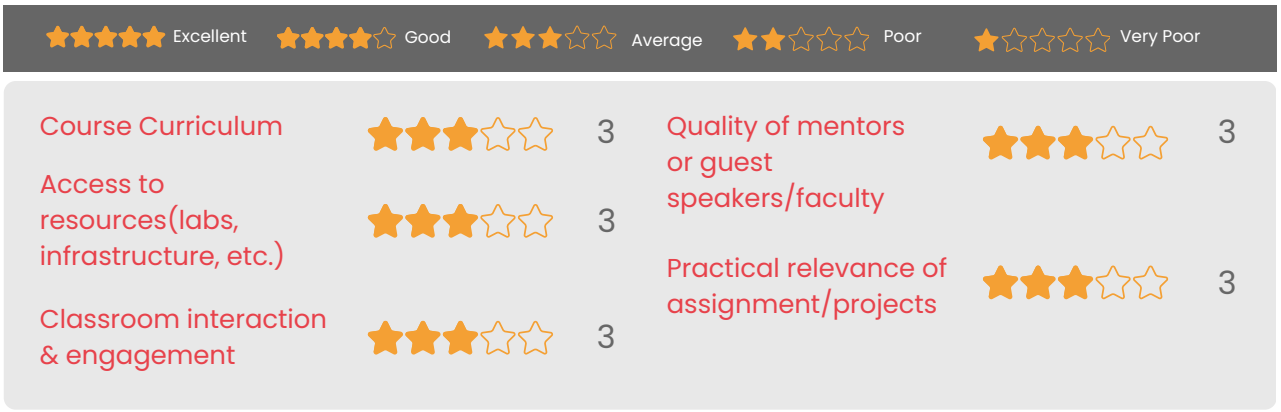


Fig 22: Reasons for taking ENT Courses(n=19), multiple response chosen by each respondent

Given the significant relevance of the course and its alignment with industry-relevant topics, a notable 14 respondents enrolled in Entrepreneurial courses due to personal interest in specific areas. Additionally, 13 respondents express a desire to initiate their own venture in the future as one of the reason for joining the courses.

Program Delivery-Centre for Entrepreneurship

Students' Feedback on Entrepreneurship Courses



The undergraduate students at Plaksha University rated the Program Delivery of entrepreneurship courses with a consistent score of 3 out of 5 across key parameters, including classroom sessions, course curriculum, quality of mentors and guest lecturers, access to resources, and practical relevance of assignments. This indicates a moderate level of satisfaction, suggesting that while the program covers essential aspects, there is scope for improvement in enhancing the quality of engagement, practical application, and resource access to better align with student expectations.

Entrepreneurship Course Effectiveness & Efficiency

Outlined below are the ways in which the entrepreneurship course has enhanced students' understanding of their major degree programs at Plaksha University.

01

Experiential Learning and Industry Interaction

Experiential learning and interactions with industry leaders provide a better understanding of the industry, helping students make informed decisions and identify their preferences. This approach has been useful in completing credits and has greatly enhanced the understanding of company valuation structures and investment styles.

02

Entrepreneurial Engagement and E-Cell Involvement:

Participation in E-Cell activities, including weekly discussions about startups and market opportunities, has provided insights into real startup finance and how founders think. For Data Science Economics & Business(DSEB) majors, understanding entrepreneurship finance has been beneficial for learning business and economics.

03

Skill Development and Career Path Guidance

The courses have helped students choose their future paths and navigate their entrepreneurial journeys. They offer additional skills necessary for running a business, managing resources, and finances. The courses have been described as interesting, helpful, and directly relevant to the industry.

04

Integration of Practical and Theoretical Concepts:

Entrepreneurship courses have enhanced the understanding of undergraduate degrees by integrating practical business strategies with theoretical concepts in finance, economics, and business. This fosters a holistic approach to problem-solving and innovation.

05

Relevance and Enjoyment:

The courses have been the most enjoyable and learning-filled, contributing significantly to understanding how businesses get funded and the workings of venture capital (VCs). They are described as fun and more practical compared to other courses.

95% respondents did not face any challenges in balancing entrepreneurship courses with their other academic commitments

| Qualitative Insights-Program Delivery |

Insights from Mentor/Faculty

Key Interviewees & Their Roles:

-**Shashank Tamaskar:** Managing the Center and program structure, teaches Robotics at Plaksha

- **Professor Siddharth:** Assistant Professor teaching Machine Learning and related topics. He is the coordinator of the entrepreneurship minor

- **Anvie Garg:** Guest Faculty at Plaksha conducting workshop on "Design Your Life."

Program Design:

- Entrepreneurship courses benchmarked with other top universities (Ashoka, UC Berkeley, Stanford)
- Program structure includes courses like product development, finance, and entrepreneurship challenge labs
- Student and faculty feedback is collected regularly
- Machine learning course includes project work and prototype development.
- Collaboration with UC Berkeley on the Entrepreneurship Minor
- Guest faculty workshop designed based on student queries

Program Delivery:

- Challenge Lab is a popular course with high student engagement
- Startup problems are used in courses, like cybersecurity and AI applications
- Challenges include limited in-house faculty for entrepreneurship courses

Impact & Sustainability:

- Project-based learning is used to enhance long-term skill retention
- High student interest in entrepreneurship courses, leading to scaling challenges
- Faculty include successful entrepreneurs
- Workshops focus on technical and soft skills and career concerns
- Students are encouraged to take initiative and organize events, and startup exhibitions

Key Highlights of Plaksha's Entrepreneurship Courses:

- Center for Entrepreneurship (CFE) with E-cell, E-Minor, and Incubation Center
- Pedagogy with innovations in teaching
- Interaction with industry leaders
- Exposure and resources provided by CFE and Plaksha community
- Community of peers and mentors

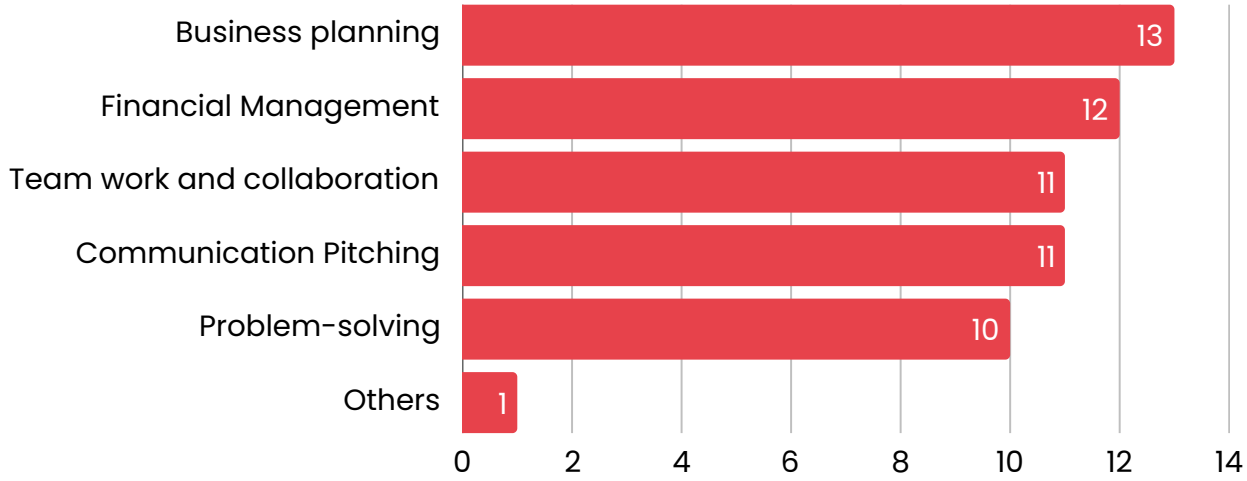


Fig 23: Skills Acquired from Entrepreneurship Courses(n=19), multiple responses were chosen by each respondent

The bar chart illustrates the distribution of skills gained by individuals, measured as a percentage of total skills acquired. The skills are categorized into six distinct areas, with varying degrees of acquisition.

Top Skills gained are - Business Planning with 13 respondents reporting improvement in this area and Financial Management and Teamwork & Collaboration and Communication & Pitching closely follow, indicating their importance in skill development. Therefore, the graph reflects a strong emphasis on analytical and technical skills, which are essential for success in business or professional environments.

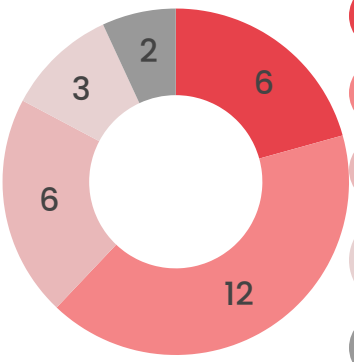


Fig 24: Application of Skills(n=19)

Fig 25. Impact of ENT Courses, multiple responses by each respondent

There are different ways in which the students have applied their entrepreneurial skills as shown in Fig 24. 41% (13) of students have utilized their skills in personal projects followed closely by Internships(6 students) and Start-up ventures(6 students), showcasing diverse practical application of entrepreneurial knowledge.

72% students stated that the courses strongly influenced their decision to pursue entrepreneurship and motivated them to consider starting their own business. Additionally, 9 students acknowledged that the courses broadened their understanding of business and innovation, while 8 students felt the courses equipped them with relevant employment skills. This data underscores the positive impact of entrepreneurship courses among the students.

Placement Status-TLF Program

Placement data gives us insight into job roles, industries and salary packages which recorded the maximum students employment. Subsequently, below are the placement data shared by Plaksha University that is exclusive to TLF Batch 2023, since the first undergraduate student batch will graduate this year in 2025.

Job Roles offered

FY 22:
55% AI-ML/Data Science
24% Product Management
14 % Software Engineering
7% Tech/Management

FY 23:
82% Data Science/AI-ML,
11%Product Management,
7% Software Engineering

Industry Placed

FY 22:
21% in Banking, Financial Services & Insurance
19% in E-commerce
17% in Engineering
15% in Technology and Ed-tech

FY 23:
36% in Information Technology(IT)
14% in Health Tech and Transportation & Logistics
11% in Travel Tech and Ed-Tech

Salary Offered

FY 22 & 23:

16.2
LPA is the average salary offered

41
LPA is the highest salary package offered

2.3X
salary jump for the 80% students placed across various job roles

45
companies had recruited for the year 2023

43
companies had recruited for the year 2022

Top Recruiters

Amazon
Walmart Labs
Boston Consulting group(BCG)
Arcesium
Fractal Analytics
Mphasis
Predli
Fitterfly

| Qualitative Insights for TLF Program |

Insights from Employers

The interview with Benori Knowledge Pvt. Ltd. and Jeffries India Pvt. Ltd. provide the following insights on students recruited from Plaksha University:

Skills Sought:

- Benori: Coding, Prompt Engineering, Python, AI-Generative, Data Visualization & Analysis, Practical problem-solving, Interpersonal skills, Impact orientation, Stakeholder management, Ownership
- Jeffries: Quant Analysis, Analytical Skills, Desire to learn

Recruitment Volume:

- Benori: 4-5 analysts/associates annually
- Jeffries: One resource per year, plus interns; analyst and associate roles

Recruitment Process:

- Benori: Resume screening, technical round, HR interview, final interview (CEO)
- Jeffries: Data from placement cell, multiple interviews (technical & general)

Placement Process Time:

- Benori: Maximum 3 weeks
- Jeffries: 6-9 weeks

Strengths Observed:

- Working well in unstructured environments
- Good problem-solving abilities
- Efficient and well-prepared
- Entrepreneurial mindset and ownership (Benori)

Satisfaction with Performance:

- Both employers are satisfied

Skill Gaps/Suggestions:

- Jeffries: Suggests Plaksha focus on students with both tech and finance skills
- Benori: Noticed no skill gaps

Program Impact and Future Engagement

- Benori: Senior Analyst with entrepreneurial mindset and ownership
- Jeffries: Too insignificant number of recruits to comment on this

Future Hiring Intentions:

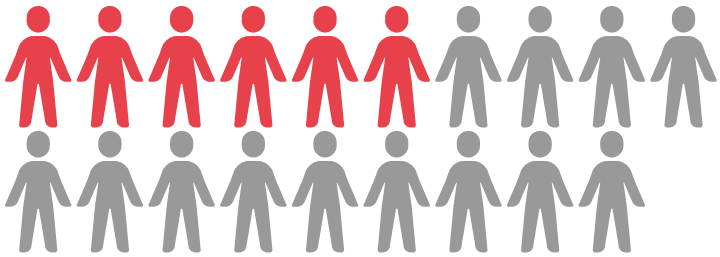
- Both employers intend to hire more Plaksha graduates

Benori Knowledge Pvt Ltd	
Quality of Skills of the students	4.5
Overall Program Relevance	5

Jeffries India Pvt Ltd	
Quality of Skills of the students	4.5
Overall Program Relevance	No rating Given

Sustainability

The entrepreneurship courses at Plaksha University equip students with sustainable business skills by fostering financial literacy, strategic planning, and problem-solving abilities. With a focus on startup ecosystems, students gain insights into financial management, product scalability, and market fit, enabling them to develop viable and sustainable business models. The courses emphasize resilient leadership, resource efficiency, and responsible financial planning, preparing students to navigate challenges and drive long-term business sustainability. By enhancing teamwork, communication, and data-driven decision-making, students are empowered to create innovative, scalable, and socially responsible enterprises, contributing to a sustainable entrepreneurial ecosystem.



6

students supported through PSIP(Plaksha Summer Innovation Programme, previously known as PSEP)

Insights from Founders of Start-up supported through PSIP/PSEP

The interviews discuss experiences of participants with the Plaksha Summer Innovation Program (PSIP), Plaksha Launch Accelerator Program (PLAP), and Plaksha Entrepreneurship Bootcamp.

- **Interviewees** are involved in diverse startups in areas like Ed-tech, Retail Tech, Healthcare & Sanitation, Consumer Hardware, and Cybersecurity
- **Feedback:** Feedback on the programs varies. Some praise the mentorship, practical exposure (field visits), and the overall learning environment that was conducive to building a start-up. Others highlight gaps in funding, resources (especially hardware), dedicated mentorship, and practical knowledge
- **Impact:** All participants agreed that the programs significantly contributed to their professional growth, entrepreneurial mindset, and venture development. They would remain engaged with the university and would recommend the programs
- **Challenges:** Some interviewees mentioned administrative issues (like credit promises not fulfilled), funding limitations, and the need for more structured programs with stricter follow-up
- **Positive Aspects:** Master classes with founders, insightful field trips, and opportunities for networking and collaboration were generally seen as positive aspects

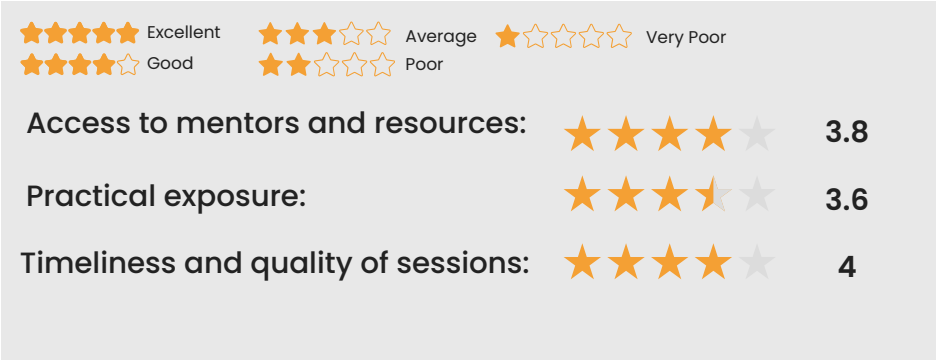
A positive aspect of the Plaksha Summer Innovation Programme (previously known as PSEP) is highlighted by the testimonials gathered from interviews conducted with customers of one of the start-ups, Thinklude.

Start-up incubated through PSIP:

Thinklude started as a college project driven by a simple yet powerful mission—to bridge the communication gap between the hearing-impaired community and the hearing world. With over 63 million Deaf and hard-of-hearing individuals in India and only around 314 certified ISL interpreters, accessibility remains a critical challenge. What began as an academic initiative soon evolved into a full-fledged venture, leveraging AI-powered technology to provide real-time speech-to-sign language and sign language-to-speech conversion. Today, Thinklude operates as a B2B SaaS platform, enabling businesses to foster inclusivity and seamlessly integrate accessibility into their operation.

Customer Feedback:
In the words of Richa Bansal and Abhijit Murugkar- Thinklude, offered speech-to-text conversion services, including English, Hindi and Marathi translations. The service addressed the need for accessible communication, particularly for disability inclusion events. It has proven to be accurate and effective, with potential for scalability and sustainability.
Feedback suggests incorporating sign language conversion and plug-and-play integration options.

Feedback from Students participated in PSIP:



The ratings for the program's various aspects show generally positive feedback from participants. Access to mentors and resources received an average rating of 3.8, indicating that most found them adequate, though experiences varied. Practical exposure had a slightly lower average of 3.6, suggesting that while some participants had good experiences, there is room for improvement in providing consistent practical learning opportunities. The highest rating was for the timeliness and quality of sessions, at 4, reflecting overall satisfaction with the logistic and content of the program.

| Qualitative Insights |

Programmatic Insights

- **Program Objectives:** To foster entrepreneurship among faculty, students, and staff, with three levels: Inspire, Educate, and Connect
- **Program Design:** Aligned with industry needs and student aspirations, including collaborations with universities like UC Berkeley. Integrates interdisciplinary approaches. No significant challenges in coherence with university initiatives
- **Program Delivery:** The program demonstrates high effectiveness through robust course delivery, comprehensive workshops, accessible mentorship, and extensive resource support. Student engagement and participation are meticulously monitored via detailed reports and feedback mechanisms. Logistical challenges have been effectively managed, largely due to the support provided by Info Edge. Additionally, strategic partnerships with industry stakeholders, donors, and various institutions significantly enhance the overall delivery of the program
- **Program Impact & Sustainability:** There have been several significant success stories, including a well-received minor in entrepreneurship, student-run startups that have been featured in Startup India, and innovations in accessibility startups. To ensure future relevance, an advisory council is in place along with regular curriculum updates. The goal is to establish Plaksha as a hub of entrepreneurship within the next five years
- **Reflections and Feedback:** The most valuable aspect is the safe space for students to design their own ventures. Donor support from Info Edge is crucial for funding and operations. The program is generally seen as good but should be reviewed annually for improvement

CSR Team Insights

- **Info Edge's CSR Strategy:** Focuses on supporting impactful education and livelihoods initiatives, aiming to empower individuals through education and skills. They support Plaksha University because it offers world-class tech education with a focus on real-world problems
- **Alignment with Plaksha:** Info Edge's support of Plaksha aligns with their CSR strategy by supporting technology education, democratizing STEM learning, investing in infrastructure, and providing scholarships to promote equity
- **Program Effectiveness:** The program with Plaksha was implemented efficiently, and Plaksha University and the Centre for Entrepreneurship were highly effective in achieving Info Edge's objectives. No major challenges were faced
- **Measurable Impacts:** The Plaksha campus has grown significantly in terms of student population and infrastructure. There is also an increase in student ventures
- **Future Plans:** Info Edge plans to continue supporting Plaksha, support other higher education institutions, and increase investments in entrepreneurship projects
- **Valuable Aspects:** Plaksha has attracted good talent, students are passionate about problem-solving, faculty has launched startups, and the entrepreneurship program has matured
- **Areas for Improvement:** Reaching women in STEM and students from Tier 3 & 4 towns can be improved

SWOT Analysis

Strengths

- **High academic impact:** The entrepreneurship courses significantly influence students' educational and career trajectories, fostering innovative thinking, financial acumen, and entrepreneurial mindset
- **Modern Infrastructure:** Well-maintained facilities, advanced labs, and collaborative spaces enhance learning experiences and promote practical application of knowledge
- **Student Engagement:** Strong student participation in personal projects, start-ups, and internships reflects the program's effectiveness in skill development and practical learning
- **Positive Campus Environment:** Infrastructure improvements have positively impacted student motivation, learning outcomes, and overall campus experience

Weaknesses

- **Access and Operational Limitations:** Inadequate study spaces, limited operational hours, and insufficient accessibility in certain areas impact student productivity and engagement
- **Limited Exposure to First-Year for Entrepreneurship Courses:** Entrepreneurship courses begin from the second year, limiting early exposure for first-year students

Opportunities

- **Expansion of Infrastructure:** Creating additional collaborative spaces, podcast studios, and accessible study areas can enhance learning experiences and cater to growing student populations
- **Strengthening Entrepreneurial Ecosystem:** Increasing mentorship opportunities, providing real-world problem exposure, and expanding the Centre for Entrepreneurship (CFE) can further boost entrepreneurial learning
- **Student-Led Governance:** Establishing a student advisory board for infrastructure and academic feedback can improve facility utilization, maintenance, and overall student experience

Threats

- **Infrastructure Expansion:** As student enrollment increases, existing infrastructure and amenities may become inadequate without timely expansions and efficient management
- **Increase Faculty Engagement**: Despite infrastructure development, a significant proportion of students reported minimal change in faculty engagement, posing a potential gap in teaching quality and mentorship effectiveness

Conclusion

The impact evaluation of Plaksha University's Infrastructure Developments and the various programmes like Young Technology Scholars(YTS), Tech Leaders Fellowship (TLF) and Centre for Entrepreneurship (CFE) reveals a transformative shift in the university's learning ecosystem, fostering innovation, entrepreneurial thinking, and academic excellence. The findings demonstrate that the upgraded infrastructure — including well-equipped labs, collaborative spaces, and smart classrooms — has significantly contributed to enhanced academic performance, student motivation, and overall campus experience. Over 83% of students acknowledged that the improved facilities positively impacted their learning, while 50% observed a tangible enhancement in campus environment and faculty engagement following infrastructure upgrades.

The YTS, TLF and CFE have played a pivotal role in shaping students' entrepreneurial mindset and career trajectories. The courses and facilities have facilitated hands-on learning experiences, problem-solving skills, and real-world business exposure, enabling students to apply entrepreneurial concepts in internships, personal projects, start-up ventures, and community initiatives. The feedback highlights a strong desire for a holistic approach to TLF, increased accessibility to CFE facilities, extended operational hours, and structured mentorship from industry experts for PSIP, emphasising the need to sustain and scale the entrepreneurial ecosystem within the university.

However, the evaluation also identified key challenges in infrastructure accessibility, facility maintenance, and equitable resource distribution. Concerns around limited study spaces, inadequate accessibility for PWD students, and insufficient communication about available resources indicate a critical need for targeted improvements. Additionally, students of the Tech Leaders Fellowship emphasise the demanding nature of the one-year Postgraduate Diploma program. While the program endeavours to equip participants with comprehensive knowledge and skills in entrepreneurship and technology, it appears to fall short, particularly in the domain of product management. There is a notable need for a more well-rounded and in-depth course curriculum to enhance the overall educational experience.

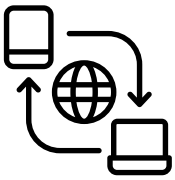
From a sustainability perspective, while 65% of students recognised the use of eco-friendly materials and sustainable practices in infrastructure development, opportunities remain to strengthen energy efficiency, water conservation, and campus-wide sustainability measures. Program sustainability — characterised by consistent industry linkages, accessible mentorship, diverse learning experiences, and resource inclusivity — is crucial to ensure that the various programmes at Plaksha University including CFE remain responsive to evolving student needs. Expanding opportunities for cross-disciplinary collaboration, embedding entrepreneurial learning across all academic disciplines, and formalizing alumni and industry engagement will be key to sustaining the University momentum. Additionally, the inclusion of first-year students in foundational entrepreneurship training and providing structured support for early-stage business ideas will enhance the program's pipeline of future entrepreneurs.

By prioritizing program sustainability through dynamic learning environments, strong industry linkages, and student-centered governance, Plaksha University can ensure that it remains a catalyst for innovation, enterprise development, and socio-economic impact for future generations.

Recommendations

1. Course Rigor, Practical Learning & Industry Exposure

- **Introduce more hands-on learning:** Increase field visits, site trips, case studies, and simulation-based assignments to bridge theory with practical exposure
- **Expand course offerings in key areas:** Introduce more rigorous and specialised courses in neural networks, Machine Learning (ML) and Artificial Intelligence
- **Comprehensive course structure:** In the context of courses within the TLF programme, the topics and readings must adopt a holistic approach, encompassing all aspects from beginning to end.
- **More research opportunities through global partnerships:** Leverage existing partnerships with international universities to allow students to explore the field of research
- **Increase Funding & Resources**: For start-ups incubated through PSIP, mentors from varied fields should be accessed to offer guidance on different fields of technology instead of just one. Additionally, facilitating labs equipments and linkages to Government schemes for start-ups should also be enhance



2. Improving Resources Accessibility

- **Resource Awareness Campaigns:** Launch awareness programs to ensure students are informed about the available resources (labs, maker spaces, podcast studios, collaborative zones) and how to access them
- **Campus Resource Portal:** Develop a dedicated online portal or mobile app for students to check the availability of labs, booking meeting rooms, and accessing CFE facilities
- **Student Advisory Committee:** Establish a Student Infrastructure Advisory Board (SIAB) to represent student voices in infrastructure-related discussions, ensuring facilities meet evolving student needs

3.Infrastructure Recommendations

- **Infrastructure Expansion:** Expand key infrastructure like study spaces, meeting rooms, and dedicated project zones to accommodate growing student populations
- **Improving Study Spaces:** Create more quiet zones, collaborative rooms, and recreational spaces to balance work-life and reduce congestion in existing facilities
- **Regular Monitoring of Infrastructure Facilities:** Conduct periodic infrastructure monitoring to check for any damages, non-functionality, etc.
- **Partnerships for Facility Enhancement:** Collaborate with new & existing corporates and social partners to fund or support new infrastructure facilities like podcast studios, innovation labs, and extended co-working spaces

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