



Feedback Analysis Report of Academic Counsellors

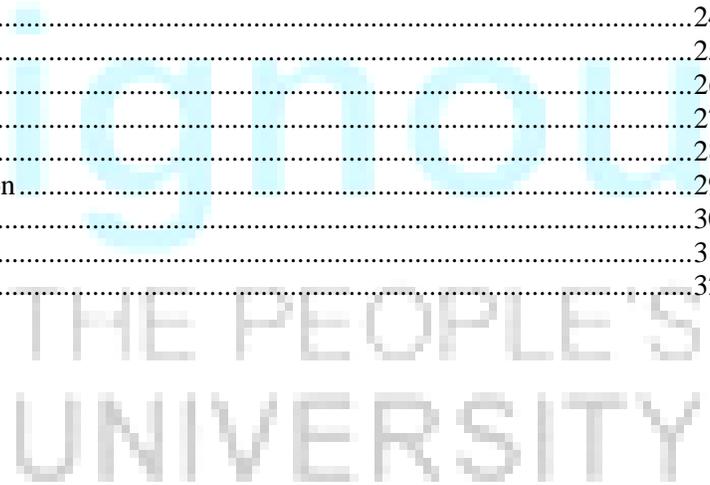
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Regional Services Division, IGNOU New Delhi

Table of Contents

1. Introduction.....	4
i. Academic Counsellors mmm.....	4
ii. Role of Academic Counsellor in ODL System.....	5
Academic counsellors act as a bridge between the institution and learners:	5
Academic counsellors provide face-to-face as well as online counselling support to the learners:	5
Academic counsellors have multifarious roles since they:	5
Skills and Attributes of Academic Counsellors:.....	5
Capacity Building of Academic Counsellors:	5
iii. Academic Counselling	6
2. Methodology	6
3. Result of the Survey	7
i. Demographic Profile of Academic Counsellors (ACs)	7
ii. Feedback on different themes.....	8
Theme 1: Increase Gross Enrolment Ratio (GER).....	8
Theme 2: Financial support to HEI students	13
Theme 3: Universities to feature in global rankings.....	18
Theme 4: To develop socially relevant courses leading to entrepreneurship and innovation.....	23
Theme 5: Increase Research, Patent and Innovation	28
4. Conclusion and recommendations.....	32
Annexure I	34

Table 1 Gender wise response of academic counsellors.....	7
Table 2 Age-group wise response of academic counsellors	8
Table 3 Accessible Online Education Initiatives	8
Table 4 Industry-Academia Collaboration	9
Table 5 Infrastructure Development	10
Table 6 Targeted Outreach Programs	11
Table 7 Offering programs in regional languages	12
Table 8 Provision of Scholarships, fellowships, free ships etc.....	13
Table 9 Work-Study Opportunities	14
Table 10 Emergency Financial Aid	15
Table 11 Financial Counselling Services	16
Table 12 Alumni Support for Scholarships	17
Table 13 Research Excellence	18
Table 14 International Collaboration.....	19
Table 15 Quality of Teaching and Learning.....	20
Table 16 Infrastructure and Facilities	21
Table 17 Continuous Improvement and Innovation	22
Table 18 Innovative Course Development	23
Table 19 Mentorship and Guidance.....	24
Table 20 Networking and Collaboration	25
Table 21 Integration of Field Experience	26
Table 22 Ethical and Sustainable Practices	27
Table 23 Encouraging Research Funding.....	28
Table 24 Promoting Interdisciplinary Collaboration.....	29
Table 25 Establishing Incubation centres	30
Table 26 Incentivizing Industry Partnerships	31
Table 27 Incentivizing research and innovation.....	32



1. Introduction

Feedback is information provided to an individual or to a group about their performance, behavior, or actions. It is an important and practical assessment tool, which helps to improve future performance of an individual or an organization. For instance, constructive feedback in the workplace helps employees enhance their skills and productivity. Feedback can also relate to personal interactions. It might involve expressing opinions, reactions or suggestions. It creates a favorable atmosphere that raises productivity and engagement, producing even better results. It has positive effects on interactions, communication, and teamwork in a number of domains. It's critical to provide constructive criticism as well as complementary comments. Constrictive feedback contributes significantly to the teaching-learning process by supporting the implementation of corrective measures and the inclusion of new knowledge. Continuous feedback collection is an essential activity for the entire organization to maintain goal alignment, develop strategies, improve products and services, build stronger relationships with stakeholders, and much more.

The key goal of "Viksit Bharat @2047 mission launched by the Hon'ble Prime Minister Shri Narendra Modi is to make India a developed country by 2047, the year of India's 100th anniversary of independence. This ambitious vision covers several development facets, such as social advancement, environmental sustainability, economic growth, and good governance in order to secure a better future for India.

Keeping in view the goal of "Viksit Bharat @2047, the present study has been designed to get the inputs and opinions of academic counsellors of IGNOU, who have an important place in teaching-learning activities in IGNOU. Characteristics and role of academic counsellors are detailed in the subsequent sections.

i. Academic Counsellors

An "academic Counsellor" is a person who carries out both counseling and tutoring activities. In general, academic counseling is a person-specific process that helps in resolving issues of learners related to staff and individual requirements as they emerge during their course of study. An academic Counsellor is a valuable resource for students in the open and distance learning (ODL) system. In the ODL system the academic counsellors provide human interaction and support to the learners to resolve their queries and doubts.

ii. Role of Academic Counsellor in ODL System

Academic counsellors play a crucial role in Open and Distance Learning (ODL) systems.

Academic counsellors act as a bridge between the institution and learners:

- ✓ Academic counsellors serve as the pivotal link between the ODL institution (such as universities offering distance education) and the distance learners.
- ✓ They facilitate communication, provide guidance, address learner queries and thereby bridge the isolation of the distance learners.

Academic counsellors provide face-to-face as well as online counselling support to the learners:

- ✓ At study centres, academic counsellors engage with learners in both face-to-face and online counselling sessions.
- ✓ Academic counselling sessions are crucial for learners as it provides the much-needed human contact as in conventional classroom teaching.

Academic counsellors have multifarious roles since they:

- ✓ serve as both tutors and Counsellors,
- ✓ performing diverse roles in the ODL system such as offer academic advice, emotional support, and assistance in overcoming obstacles of the learners.

Skills and Attributes of Academic Counsellors:

- ✓ A diverse skill set is required for academic counsellors to maintain the quality in academic counselling.
- ✓ These skills include: Effective communication, empathy, problem-solving, and familiarity with ODL systems.

Capacity Building of Academic Counsellors:

- ✓ Orientation and capacity building of the academic counsellors is important to develop in them knowledge and skills about the ODL systems.
- ✓ Recurrent orientation and training facilitate in keeping them updated with the latest developments and contributes in quality assurance of the system.

Thus, academic counsellors play a crucial role in the academic achievement of ODL students by offering individualized help and direction during the course of their studies.

iii. Academic Counselling

Academic counselling has a crucial role to play in ODL mode of teaching-learning. It intends to make the learning more effective by introducing the students to distance learning mode, guiding self-learning in the desirable direction, providing motivation, and reinforcement, and helping them to overcome learning difficulties during their educational journey. The activities of academic counselling are broadly divided into the three parts: i) Informing ii) Advising & iii) Counselling. The counselling sessions (theory) are usually not compulsory for the learners to attend, but these sessions are considered highly useful for the learners in the progress of their study.

It is assumed that the ambitious vision, knowledge and insights of academic Counsellors will be pivotal in determining the progress and development of higher education in India. In order to help IGNOU move closer to realizing the objectives stated in Viksit Bharat, feedback from the academic Counsellors was initiated in order to get useful insights and relevant inputs on an extensive framework.

2. Methodology

The tool for the feedback study was provided by the Centre for Quality Assurance (CIQA), IGNOU and was adopted to conduct the survey. Accordingly, the e-questionnaire was prepared, which was divided into two parts. The first part consists of the basic information about the participants and the second part had the items related to the feedback of academic counsellors. The items which have been placed in the second part of the questionnaire are related with the Government's "Viksit Bharat @ 2047" initiative.

Academic counsellors were asked to submit their views on the given statements on a three-point scale of **Agree**, **Disagree** and **Neutral**. The statements were based on five different themes as follows –

Theme 1: Increase Gross Enrolment Ratio (GER)
Theme 2: Financial support to HEI students
Theme 3: Universities to feature in global rankings
Theme 4: To develop socially relevant courses leading to entrepreneurship and innovation
Theme 5: Increase Research, Patent and Innovation

Each theme has five different sub-themes, on which the feedback of the academic Counsellors has been obtained.

The questionnaire was converted into Google form (for the sake of convenience of participants,

timely receipt, and to ease analysis of feedback input) at RSD and the link of Google form was shared with all 57 Regional Centres of IGNOU. The Regional Centres further shared the link with their empaneled Academic Counsellors through SMS and emails. The survey tool was given out in the form of a QR Code in order to disseminate the information more widely and for quick access to the questionnaire.

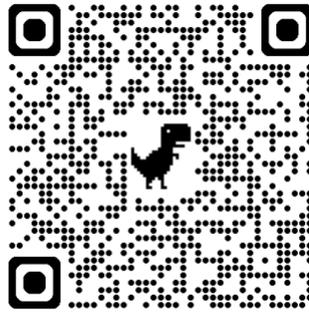


Figure 1 Quick Access of Google Form

In the present study the descriptive survey method was adopted to achieve the objectives of study. A total of **1457** numbers of Academic Counsellors submitted their responses. For those questions that remained unanswered, the responses have been recorded as Not Responded (NR).

3. Result of the Survey

i. Demographic Profile of Academic Counsellors (ACs)

Demographic analysis is the study of a population based on factors such as age, gender, employment, education, income, marital status, and other socioeconomic indicators. The analysis includes the aspects that allow us to measure dimensions and dynamics of populations. Age and gender are the two demographic parameters which have been included in this feedback study. Table 1 depicts that the participation of male academic counsellors was higher than females. Seven academic counsellors did not respond to these two aspects.

Table 1 Gender wise response of academic counsellors

Gender	No. of respondents	% of total
Male	940	64.52
Female	510	35.00
NR	7	0.48
Total	1457	

Age-wise participation of academic counsellors has been provided in Table 2. Nearly 40% of the total participants are in the age bracket of 36 to 45 years.

Table 2 Age-group wise response of academic counsellors

Age Group (in years)	No. of respondents	% of total
25 to 35	348	23.88
36 to 45	575	39.46
46 to 55	344	23.61
56 and above	187	12.83
NR	3	0.21
Total	1457	

ii. Feedback on different themes

Theme 1: Increase Gross Enrolment Ratio (GER)

The theme 1 on “Increase Gross Enrolment Ratio (GER)” deals with the five different aspects related to accessibility, collaboration, infrastructure, outreach, regional languages in increasing GER. These sub-themes are defined as under -

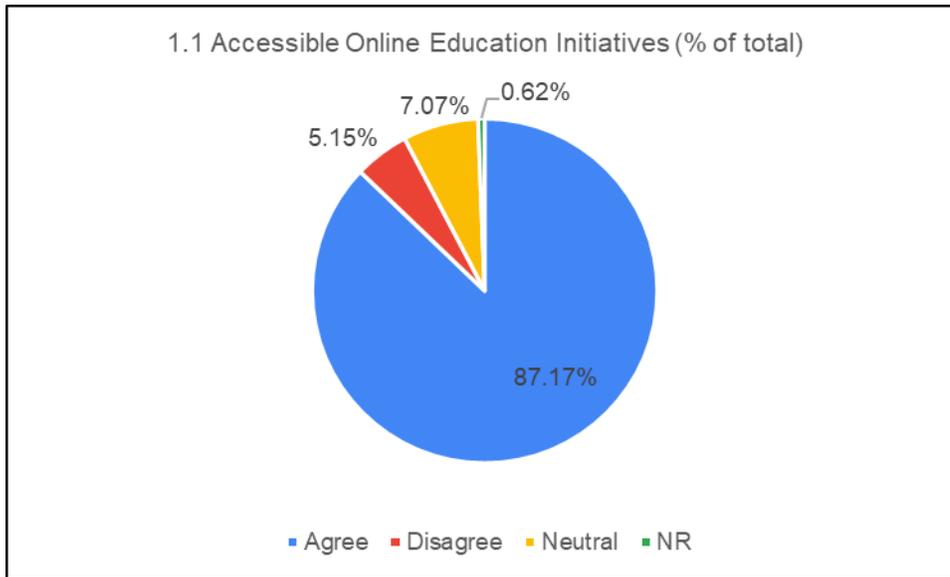
- Accessible Online Education Initiatives;
- Industry-Academia Collaboration;
- Infrastructure Development;
- Targeted Outreach Programs;
- Offering programs in regional languages;

1.1 Accessible Online Education Initiatives – Sub-theme states that -“Introducing accessible online education initiatives will increase GER by providing flexible learning opportunities to a broader spectrum of students.”

Response of academic counsellors has been given in Table 3. Results indicate that sizable number of participants (87.17%) have agreed with the statement that initiatives to make online education accessible will increase the GER, whereas only 5.15% of the respondents have disagreed with the statement, and 7.07% of the total respondents were neutral for this statement.

Table 3 Accessible Online Education Initiatives

1.1 Accessible Online Education Initiatives	No. of respondents	% of total
Agree	1270	87.17
Disagree	75	5.15
Neutral	103	7.07
NR	9	0.62
Total	1457	

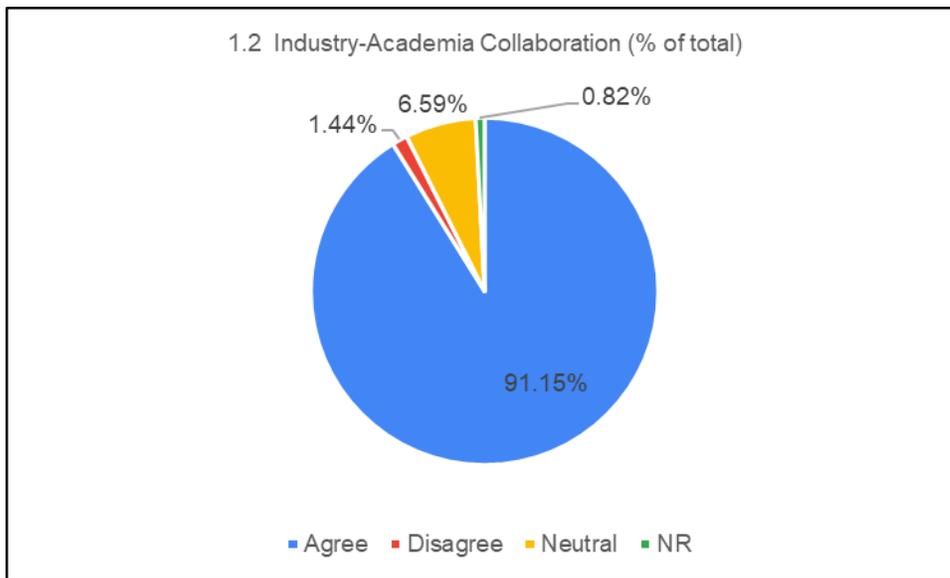


1.2 Industry-Academia Collaboration - Sub-theme states that - *"Fostering stronger ties with industries to offer practical learning experiences and employment opportunities will attract more students to higher education."*

The responses under this sub-theme have been given in the Table 4. The results show that the 91.15% of the total participants agreed that the offering industrial exposure for training as well as job opportunities will definitely be attractive for students to pursue higher education.

Table 4 Industry-Academia Collaboration

1.2 Industry-Academia Collaboration	No. of respondents	% of total
Agree	1328	91.15
Disagree	21	1.44
Neutral	96	6.59
NR	12	0.82
Total	1457	

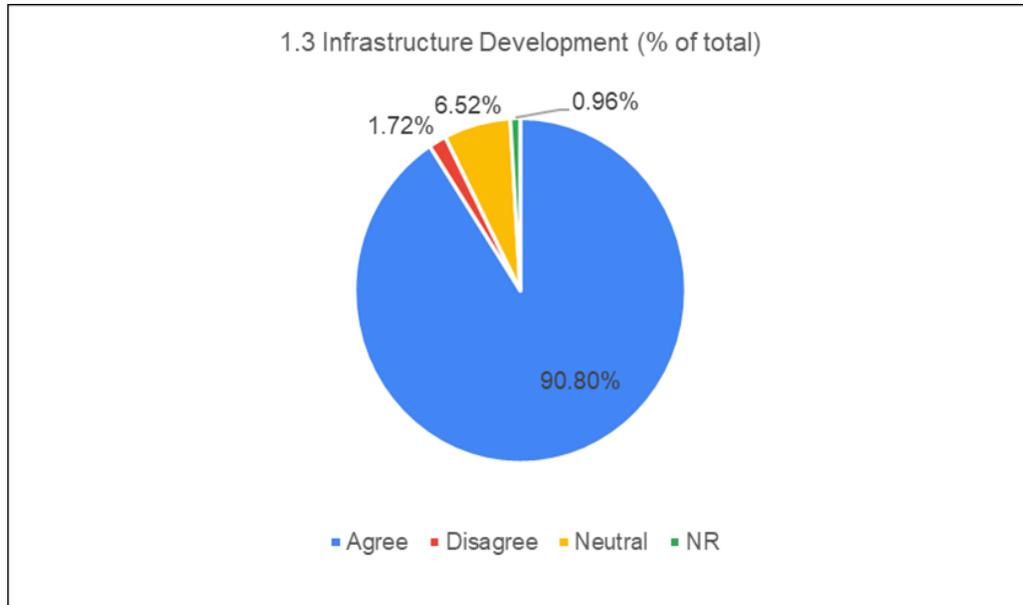


1.3 Infrastructure Development: This sub-theme elaborates *"Investing in modern infrastructure facilities such as state-of-the-art libraries, laboratories, and IT resources will enhance the appeal of higher education institutions, thus driving up GER."*

Results regarding Infrastructure Development sub-theme have been mentioned in Table 5. Out of total 1457 respondents, a total 1323 (90.80%) have agreed with the statement.

Table 5 Infrastructure Development

1.3 Infrastructure Development	No. of respondents	% of total
Agree	1323	90.80
Disagree	25	1.72
Neutral	95	6.52
NR	14	0.96
Total	1457	

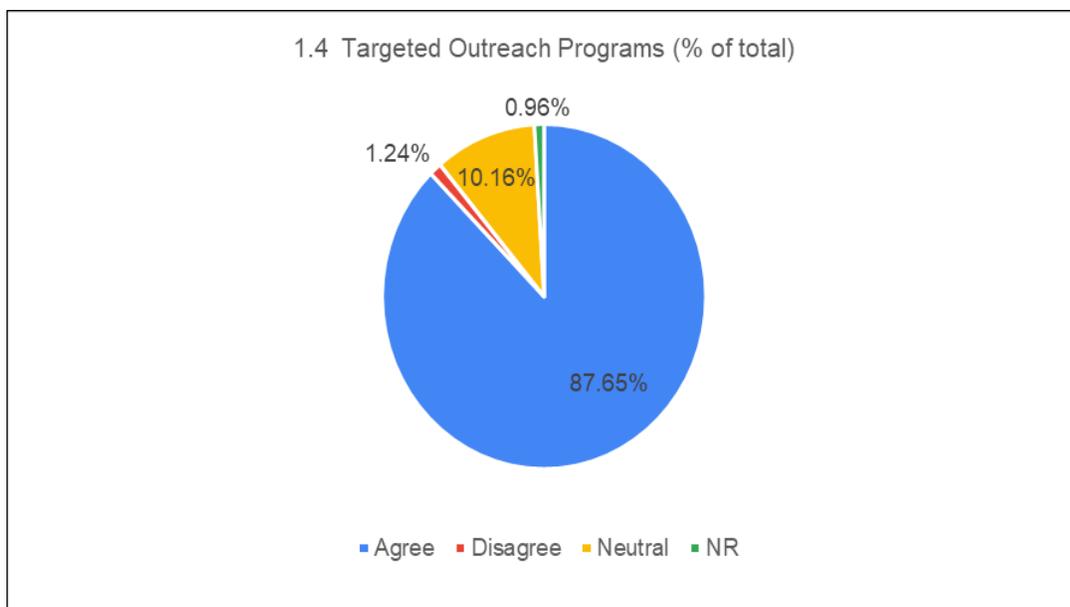


1.4 Targeted Outreach Programs: This sub-theme elaborates *"Implementing targeted outreach programs in underrepresented regions and communities will ensure equitable access to higher education, thus boosting GER."*

87.65% of the respondents agreed with the statement that targeted outreach programs may provide the access to education to under-privileged segment and thus enhance the GER (Table 6).

Table 6 Targeted Outreach Programs

1.4 Targeted Outreach Programs	No. of respondents	% of total
Agree	1277	87.65
Disagree	18	1.24
Neutral	148	10.16
NR	14	0.96
Total	1457	

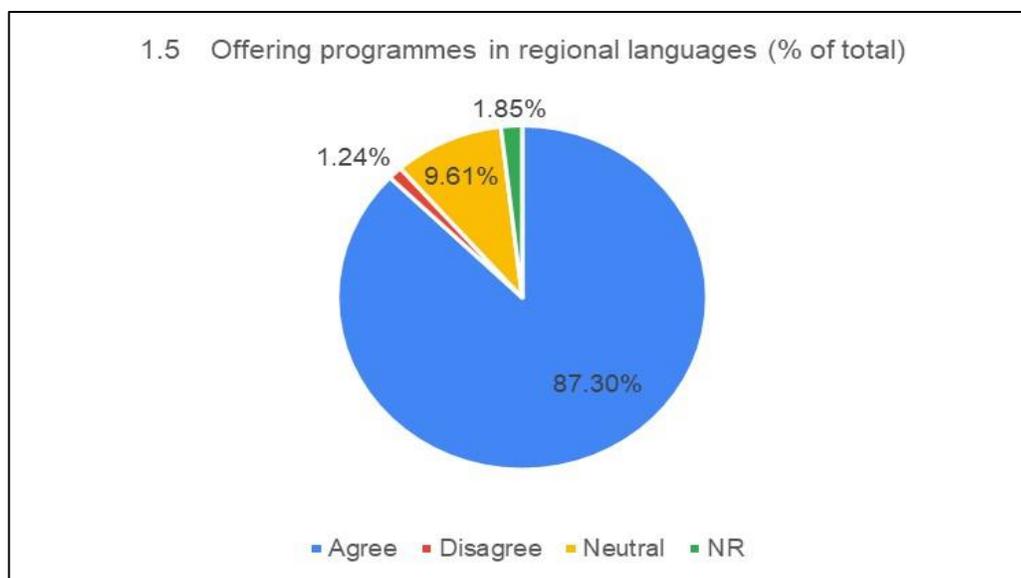


1.5 Offering programs in regional languages: This sub-theme elaborates *"The programs should be offered in regional languages for enhancing the GER."*

Results of this sub-theme have been given in the Table 7. The majority of respondents (87.30%) agreed that academic programs designed in regional languages may attract students to education, and as a result, GER may be enhanced. Nearly 10% of the total were either neutral or did not respond to the statement.

Table 7 Offering programs in regional languages

1.5 Offering programs in regional languages	No. of respondents	% of total
Agree	1272	87.30
Disagree	18	1.24
Neutral	140	9.61
NR	27	1.85
Total	1457	



Theme 2: Financial support to HEI students

The Theme 2 captioned “Financial support to HEI students” covers the following five different sub-themes -

- Provision of scholarships, fellowships, free ships etc.
- Work-Study Opportunities
- Emergency Financial Aid
- Financial Counselling Services
- Alumni Support for Scholarships

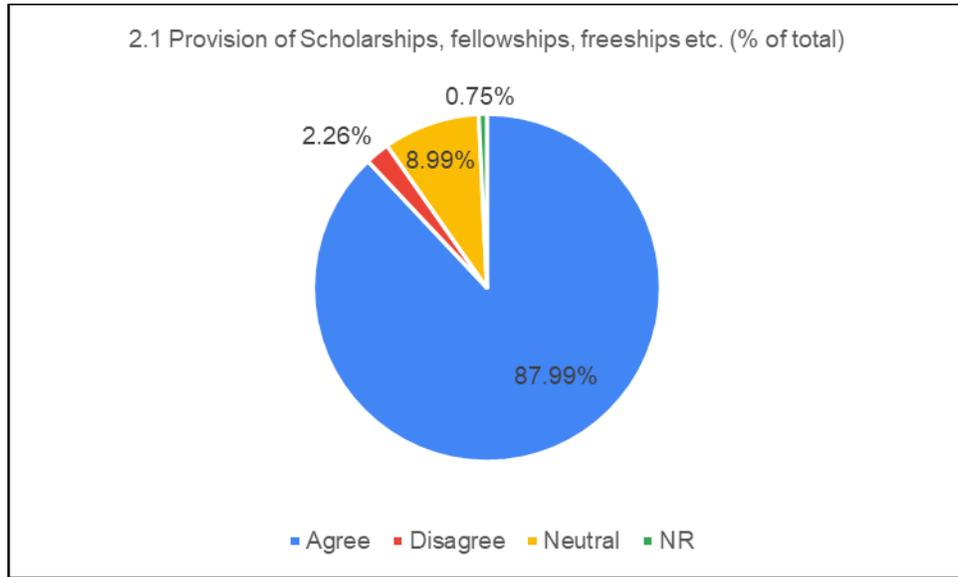
2.1 Provision of scholarships, fellowships, free ships etc.: *"There should be sufficient scholarships, fellowships, free ships etc. available to support students from economically disadvantaged backgrounds in accessing higher education."*

Majority of the respondents (87.99%) agreed with the statement that making a provision of financial assistance would help in providing financial aid to the economically weaker students.

A small percentage (2.26%) of academic counsellors disagreed with the statement (Table 8).

Table 8 Provision of Scholarships, fellowships, free ships etc

Provision of Scholarships, fellowships, free shipetc.	No. of respondents	% of total
Agree	1282	87.99
Disagree	33	2.26
Neutral	131	8.99
NR	11	0.75
Total	1457	

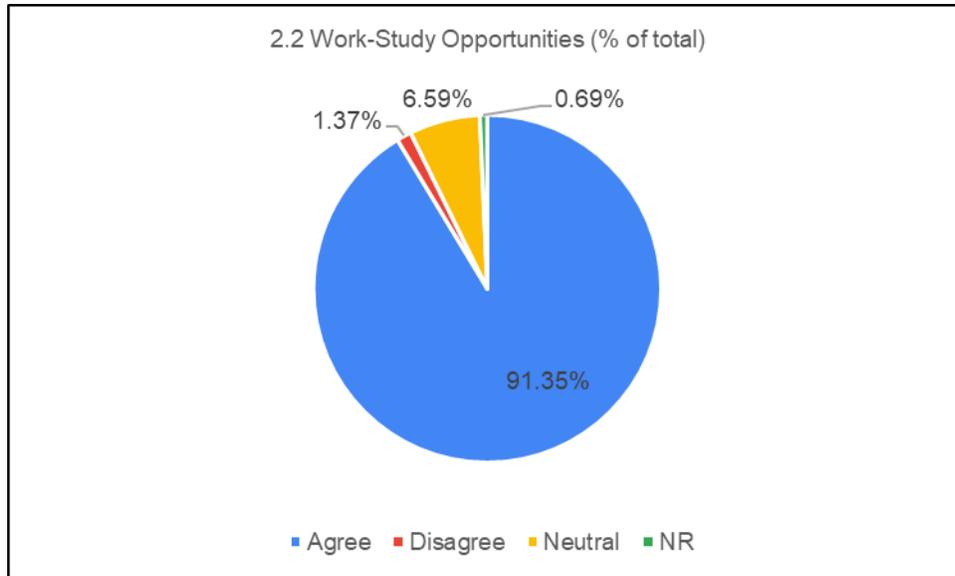


2.2 Work-Study Opportunities: - *"There should be work-study opportunities provided to students to help them financially support their education while gaining practical experience."*

Results indicate that out of total 1457 respondents 91.35% agreed that Work-Study Opportunities to the students would be helpful for the students in gaining practical experiences (Table 9).

Table 9 Work-Study Opportunities

2.2 Work-Study Opportunities	No. of respondents	% of total
Agree	1331	91.35
Disagree	20	1.37
Neutral	96	6.59
NR	10	0.69
Total	1457	

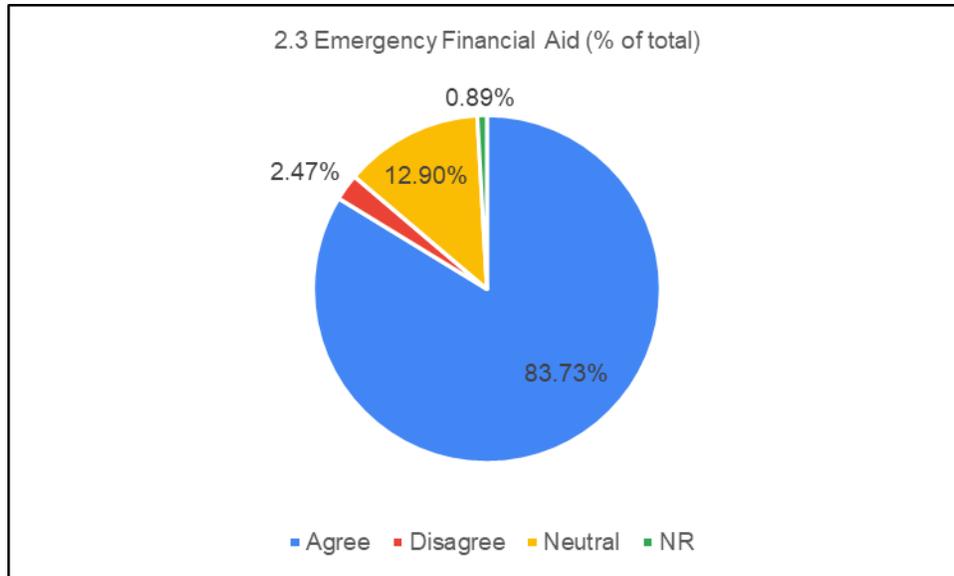


2.3 Emergency Financial Aid - *“There should mechanism in place to provide emergency financial aid to students facing unforeseen financial challenges during their academic journey to successfully complete the academic Program.”*

Table 10 depicts that statement deals with that arrangement of emergency financial facility during unforeseen situations would support in successfully completing their academic Program would support by 83.73% of the total respondents. However more than 10% of the total respondents were either disagreed or not responded for the same (Table 10).

Table 10 Emergency Financial Aid

2.3 Emergency Financial Aid	No. of respondents	% of total
Agree	1220	83.73
Disagree	36	2.47
Neutral	188	12.90
NR	13	0.89
Total	1457	

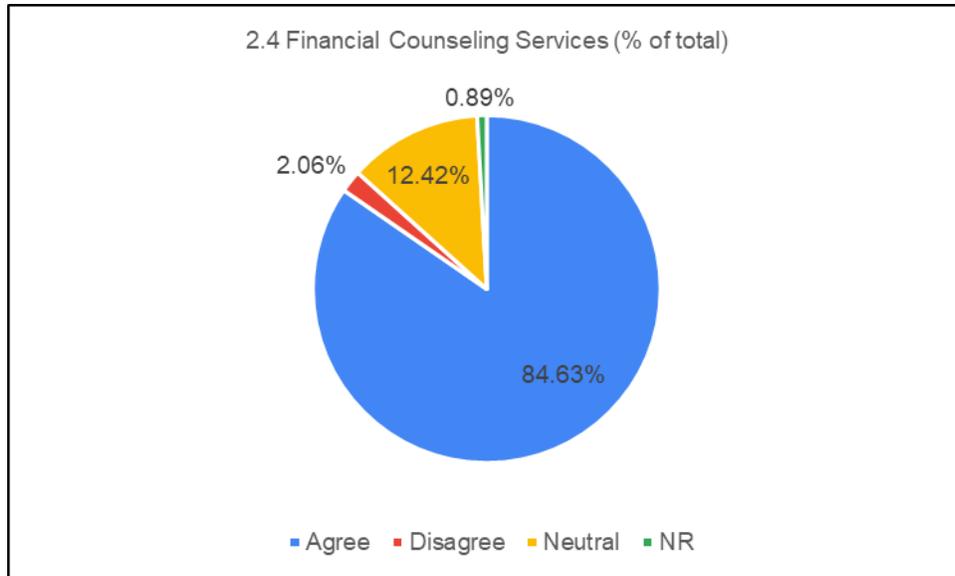


2.4 Financial Counselling Services: *"There should be financial counselling services readily available to help students navigate financial decisions and manage their expenses effectively."*

Results of sub-theme "Financial Counselling Services" has been given in the Table 11. The statement stated as *"There should be financial counselling services readily available to help students navigate financial decisions and manage their expenses effectively"* agreed by 1233 respondents out of total of 1457, which constitutes 84.63% of the total numbers. Only 2.06% of the total disagreed with the statement.

Table 11 Financial Counselling Services

2.4 Financial Counselling Services	No. of respondents	% of total
Agree	1233	84.63
Disagree	30	2.06
Neutral	181	12.42
NR	13	0.89
Total	1457	

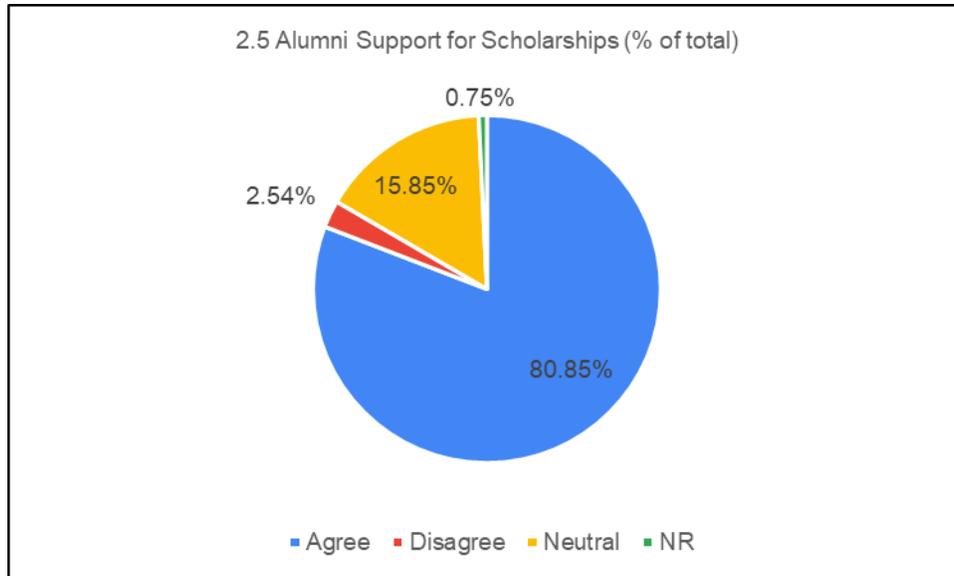


2.5 Alumni Support for Scholarships: *"To encourage alumni, contribute to scholarship funds or financial aid programs to support current students in need."*

Results indicate that the statement *"To encourage alumni, contribute to scholarship funds or financial aid programs to support current students in need"* was agreed to by 80.85% of the total respondents (Table 12)

Table 12 Alumni Support for Scholarships

2.5 Alumni Support for Scholarships	No. of respondents	% of total
Agree	1178	80.85
Disagree	37	2.54
Neutral	231	15.85
NR	11	0.75
Total	1457	



Theme 3: Universities to feature in global rankings

The Theme captioned “Universities to feature in global rankings” covers the following sub-themes -

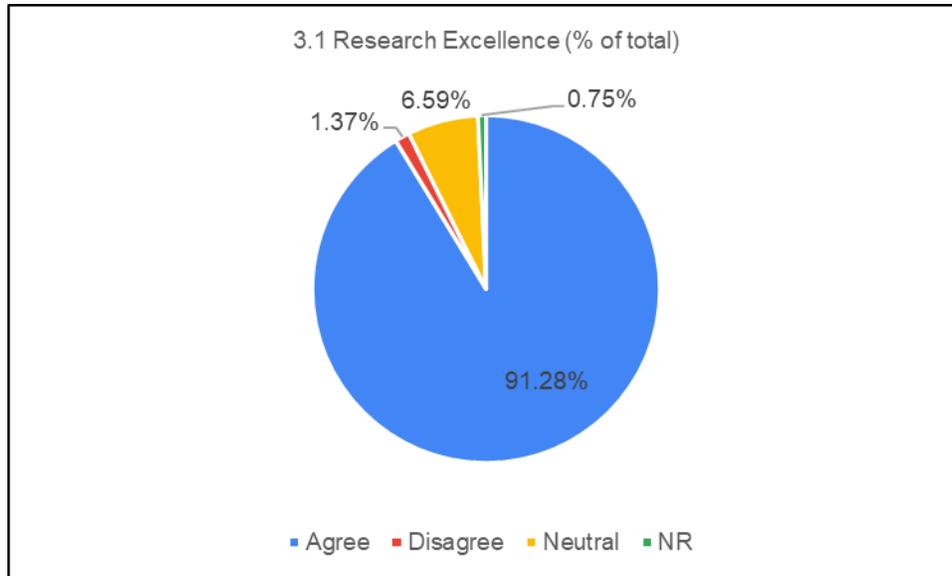
- Research Excellence:
- International Collaboration:
- Quality of Teaching and Learning:
- Infrastructure and Facilities:
- Continuous Improvement and Innovation:

3.1 Research Excellence -*“The university should prioritize and support cutting-edge research across disciplines to enhance its global standing”*

Results of this sub-theme show that 91.28% of the total academic counsellors have agreed with the statement that *“The university should prioritize and support cutting-edge research across disciplines to enhance its global standing”* (Table 13)

Table 13 Research Excellence

3.1 Research Excellence	No. of respondents	% of total
Agree	1330	91.28
Disagree	20	1.37
Neutral	96	6.59
NR	11	0.75
Total	1457	

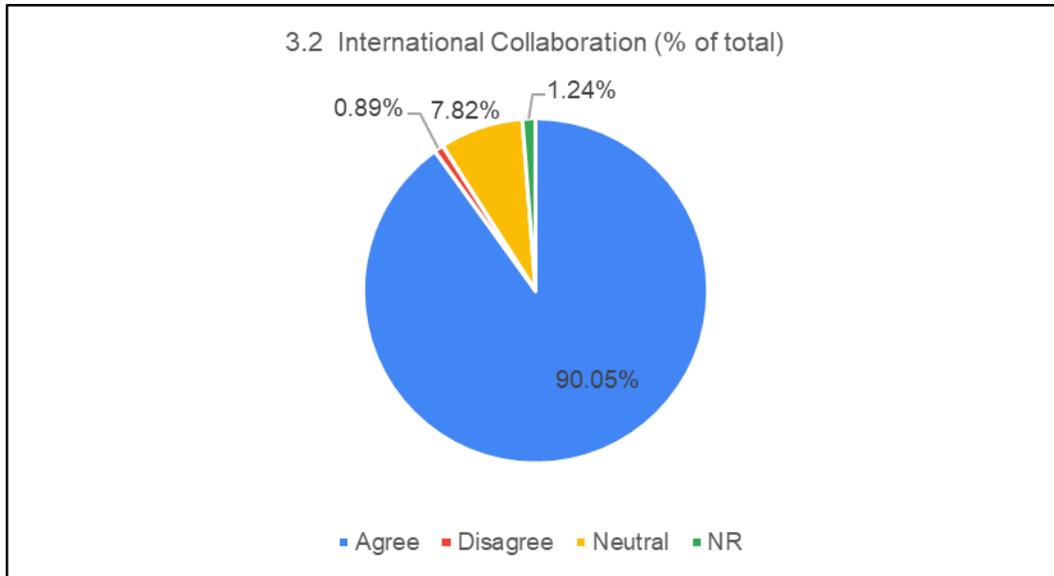


3.2 International Collaboration - *"The University should engage in international partnerships, joint research projects, and faculty exchange programs to foster global connections and recognition."*

The statement has been agreed to by 90.05% of the total 1457 number of academic counsellors. Less than 1% of the total respondents have disagreed with the statement (Table 14).

Table 14 International Collaboration

3.2 International Collaboration	No. of respondents	% of total
Agree	1312	90.05
Disagree	13	0.89
Neutral	114	7.82
NR	18	1.24
Total	1457	

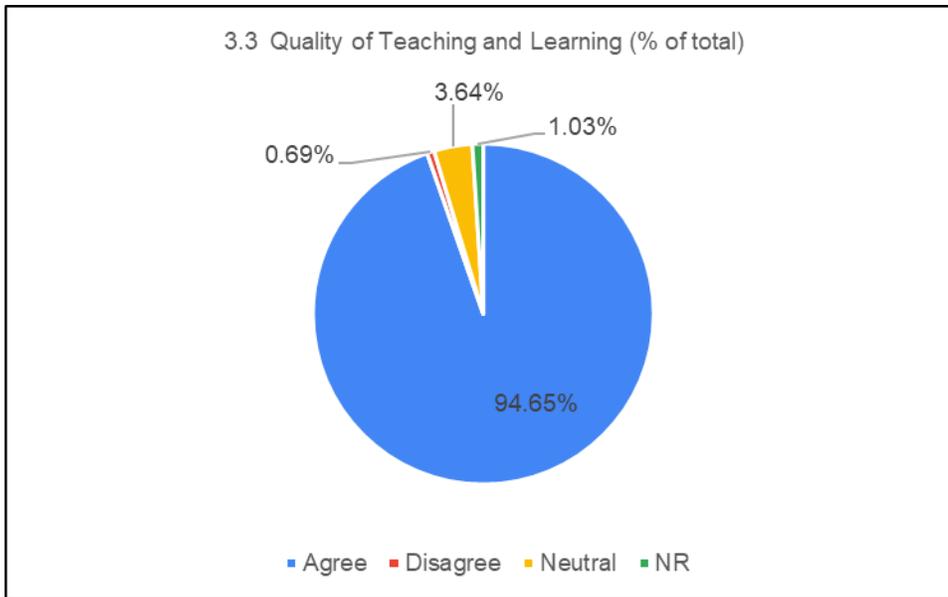


3.3 Quality of Teaching and Learning - *"The University should prioritize innovative teaching methodologies, and student-centered learning approaches to deliver high-quality education."*

In order to improve the benchmark of the teaching and learning process, the statement outlined innovations in teaching-learning and learning-centric approaches. Of all the participants, 94.65% agreed with the statement. Only 0.69% of the total did not agree with this statement (Table 15).

Table 15 Quality of Teaching and Learning

3.3 Quality of Teaching and Learning	No. of respondents	% of total
Agree	1379	94.65
Disagree	10	0.69
Neutral	53	3.64
NR	15	1.03
Total	1457	

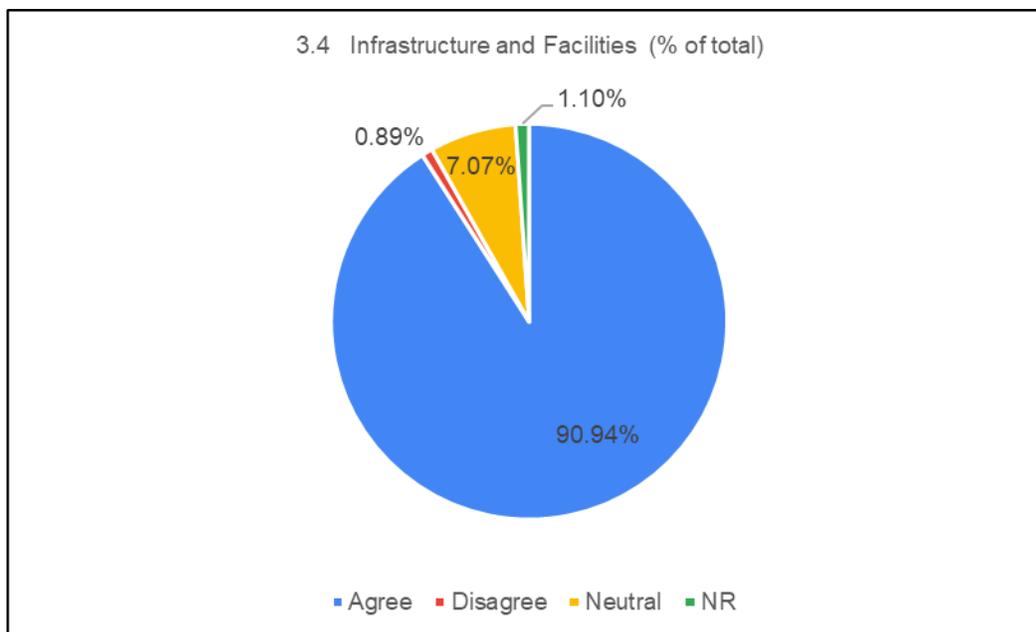


3.4 Infrastructure and Facilities: *"The University should invest in state-of-the-art infrastructure, laboratories, libraries, and IT resources to support research and academic activities."*

Table 16 shows that 90.94% of respondents agreed with the statement regarding infrastructure and facilities in universities, while just 0.89% disagreed (Table 16).

Table 16 Infrastructure and Facilities

3.4 Infrastructure and Facilities	No. of respondents	% of total
Agree	1325	90.94
Disagree	13	0.89
Neutral	103	7.07
NR	16	1.10
Total	1457	

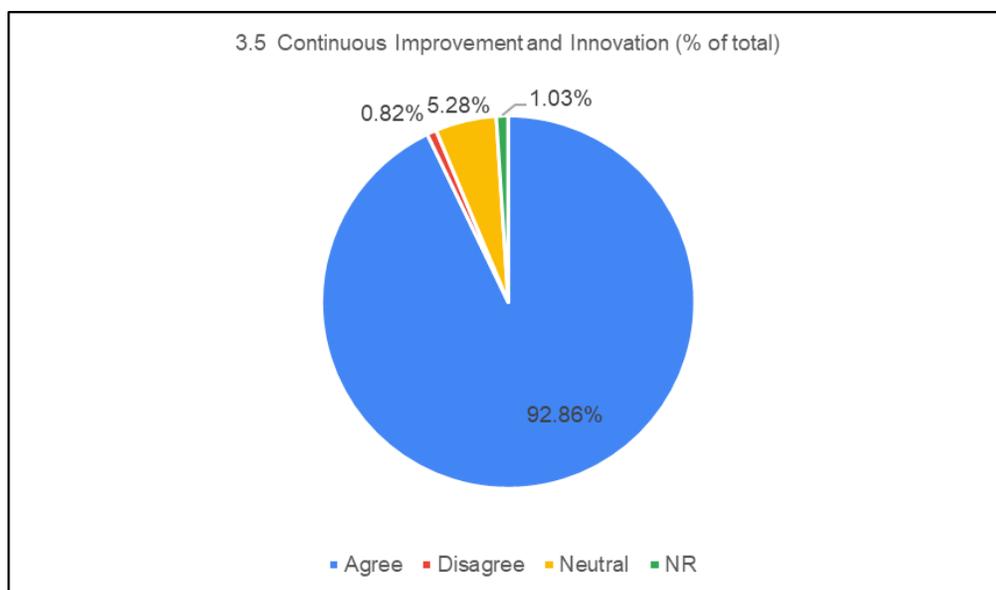


3.5 Continuous Improvement and Innovation: *"The University should demonstrate a culture of continuous improvement and innovation in its academic programs, research endeavors, and institutional practices to stay competitive on the global stage."*

The above statement, which addresses continuous improvement and innovation in the university, was agreed to by 92.86% of total respondents (Table 17). However, 5.28% (77) were found to be neutral for this statement.

Table 17 Continuous Improvement and Innovation

3.5 Continuous Improvement and Innovation	No. of respondents	% of total
Agree	1353	92.86
Disagree	12	0.82
Neutral	77	5.28
NR	15	1.03
Total	1457	



Theme 4: To develop socially relevant courses leading to entrepreneurship and innovation

Five sub-themes which have been covered under this category are as follows:

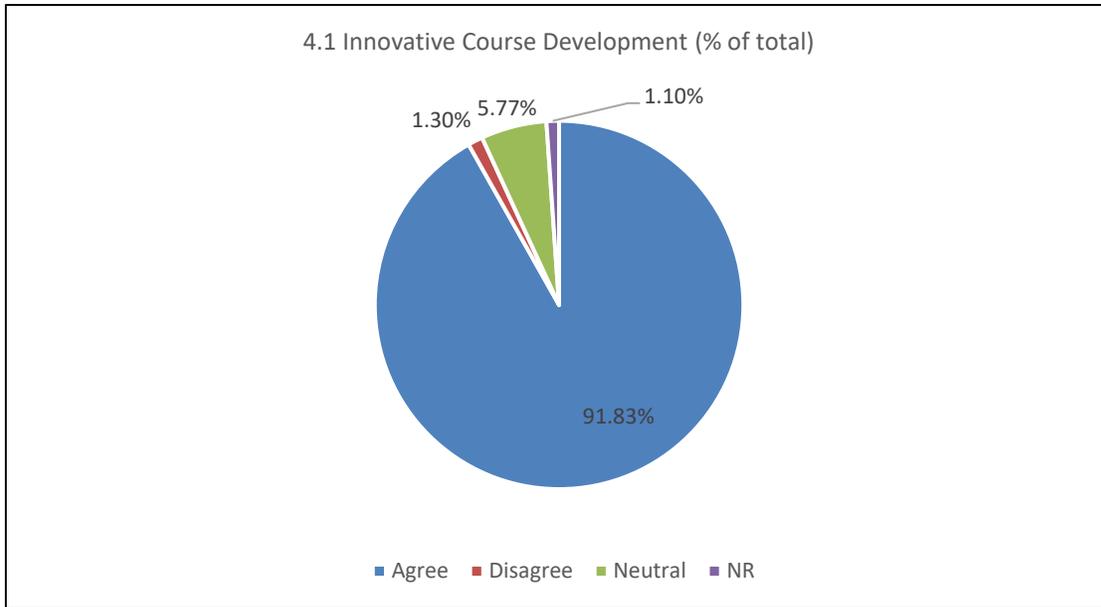
- Innovative Course Development
- Mentorship and Guidance
- Networking and Collaboration
- Integration of Field Experience
- Ethical and Sustainable Practices

4.1 Innovative Course Development: *"The socially and market relevant courses that integrate principles of social entrepreneurship and innovation to prepare students for addressing societal challenges."*

Regarding the statement that talks about innovation in course development, 1338 of the total 1457 agreed with the statement, which accounted for 91.83% of the total, whereas only 1.30% of the total participants disagreed with the same (Table 18).

Table 18 Innovative Course Development

Innovative Course Development	No. of respondents	% of total
Agree	1338	91.83
Disagree	19	1.30
Neutral	84	5.77
NR	16	1.10
Total	1457	

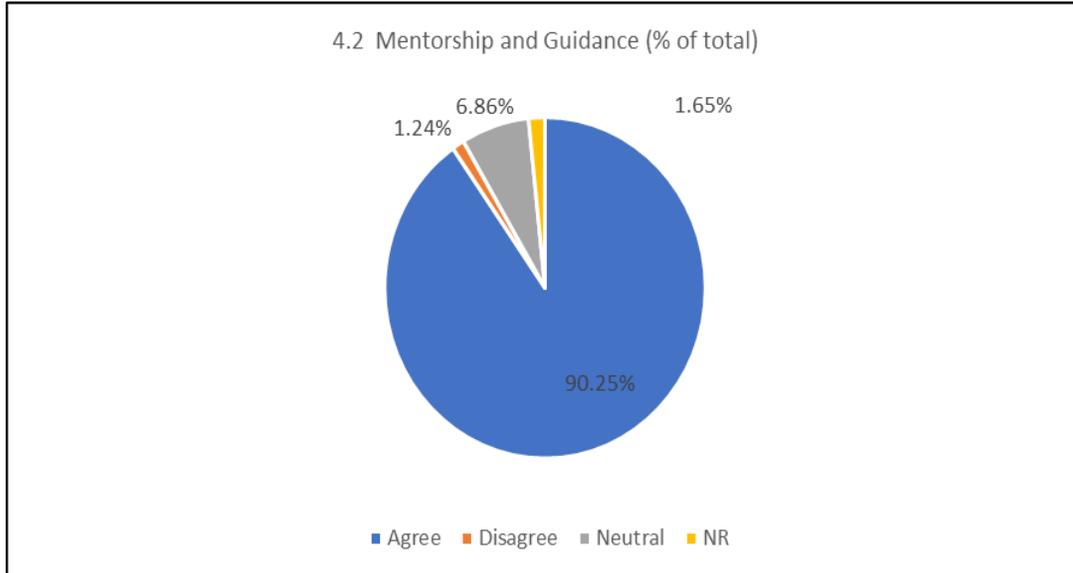


4.2 Mentorship and Guidance: *"There should be mentorship and guidance programs to support students and alumni who aspire to embark on social entrepreneurship ventures."*

Sub-theme regarding importance of mentorship and guidance to strengthen the social entrepreneurship ventures has been supported by more than 1315 of the 1457, which accounts for 90.25% of the total (Table 19). Only 1.24% of the respondents disagreed with the statement.

Table 19 Mentorship and Guidance

4.2 Mentorship and Guidance	No. of respondents	% of total
Agree	1315	90.25
Disagree	18	1.24
Neutral	100	6.86
NR	24	1.65
Total	1457	

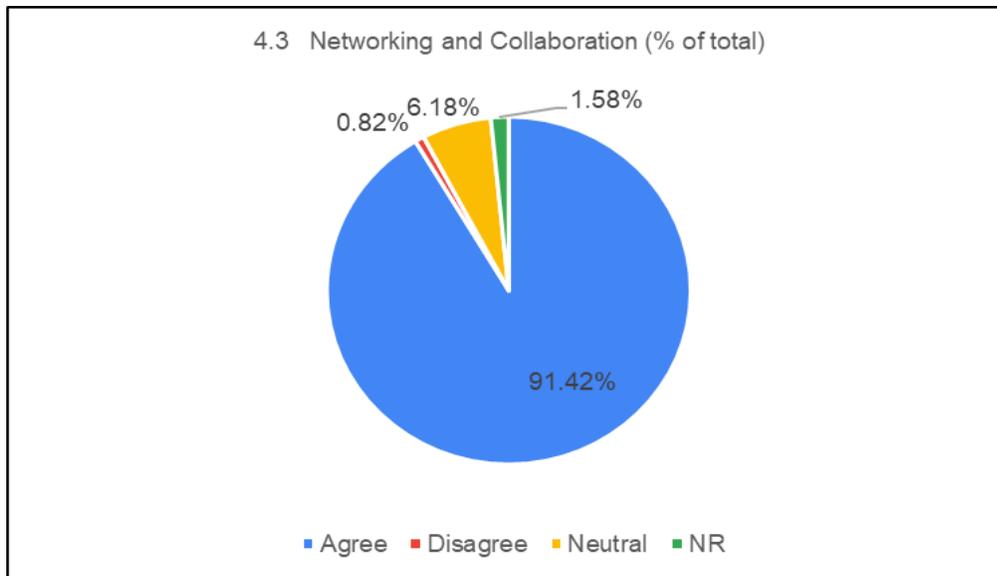


4.3 Networking and Collaboration: *"The University should encourage a culture of networking and collaboration among students, faculty, alumni, and external stakeholders to amplify the impact of social entrepreneurship and innovation initiatives"*

Results for the sub-theme depicts that more than 90% respondents had common consensus about the statement, which was positive (Table 20). Only <1% of the total participants have not considered the Networking and Collaboration ventures useful for social entrepreneurship and innovation initiatives.

Table 20 Networking and Collaboration

4.3 Networking and Collaboration	No. of respondents	% of total
Agree	1332	91.42
Disagree	12	0.82
Neutral	90	6.18
NR	23	1.58
Total	1457	

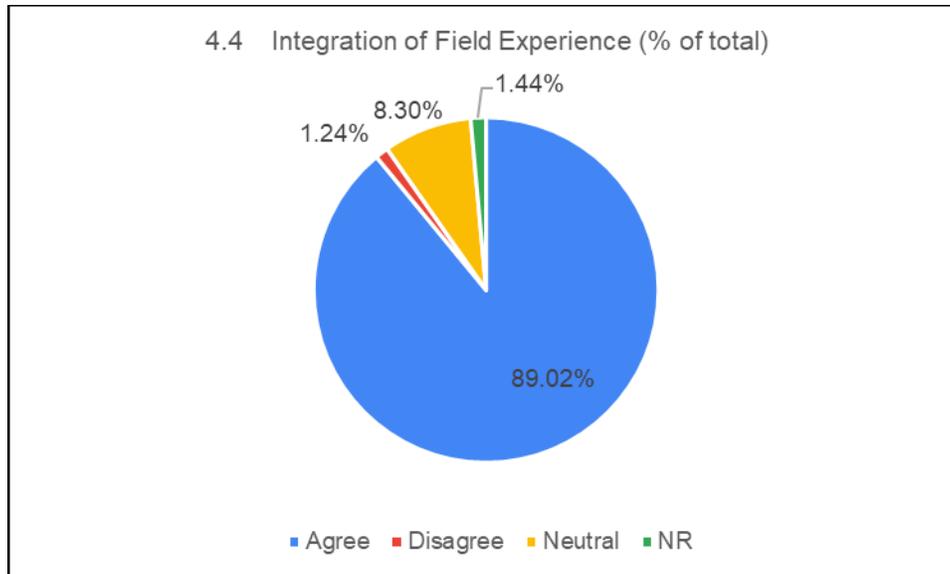


4.4 Integration of Field Experience: *"The courses should integrate hands-on field experiences, internships, and real-world projects into the curriculum to provide students with practical exposure to social entrepreneurship and innovation."*

Field experience combined with theory and practice, provide essential and effective life skills. Integration of Field Experience with the curriculum have been positively accepted by 89% of total participants. On the other hand, only 1.24% have refused the need for integration of field experience in the course (Table 21).

Table 21 Integration of Field Experience

4.4 Integration of Field Experience	No. of respondents	% of total
Agree	1297	89.02
Disagree	18	1.24
Neutral	121	8.30
NR	21	1.44
Total	1457	

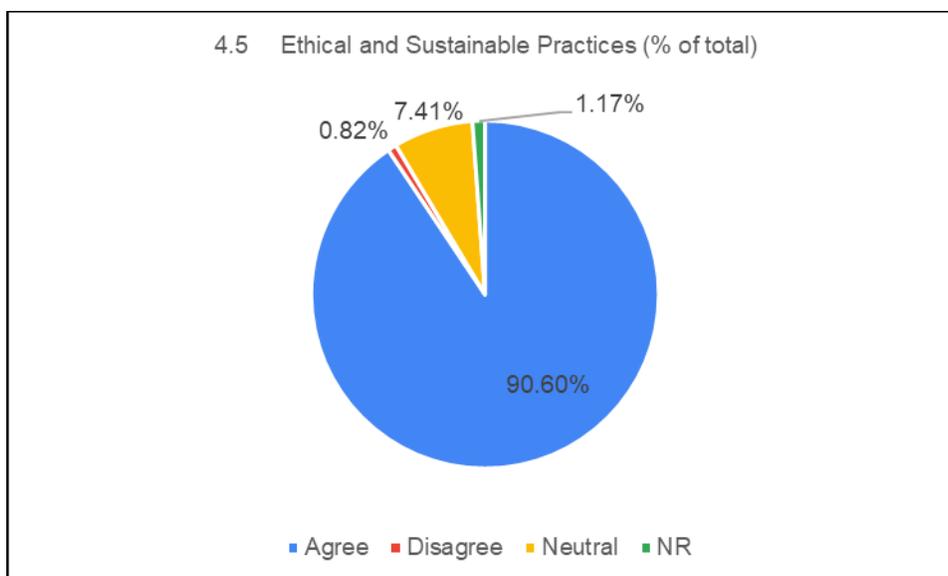


4.5 Ethical and Sustainable Practices: *"The courses should promote ethical and sustainable practices among aspiring social entrepreneurs to ensure long-term positive impact on communities and the environment."*

Sustainable development is heavily reliant on ethics to assess the moral values. Inclusion of ethical and sustainable practices in course curriculum will have a positive impact on communities and the environment. Out of 1457 a total 1320 (90.60%) of the respondents agreed with the statement (Table 22).

Table 22 Ethical and Sustainable Practices

4.5 Ethical and Sustainable Practices	No. of respondents	% of total
Agree	1320	90.60
Disagree	12	0.82
Neutral	108	7.41
NR	17	1.17
Total	1457	



Theme 5: Increase Research, Patent and Innovation

Following sub-themes are included under this theme -

- Encouraging Research Funding:
- Promoting Interdisciplinary Collaboration:
- Establishing Incubation centres:
- Incentivizing Industry Partnerships:
- Incentivizing research and innovation:

5.1 Encouraging Research Funding: *"Increasing funding for research projects and innovation initiatives will stimulate patenting activities within Higher education institutions"*

Patents promote R&D, encourage innovation, and boost the economy. Feedback survey reveals that increasing financing for innovative projects and research initiatives will encourage higher education institutions to stimulate patents (Table 23) which reflects that a total of 90.32% have agreed with the statement.

Table 23 Encouraging Research Funding

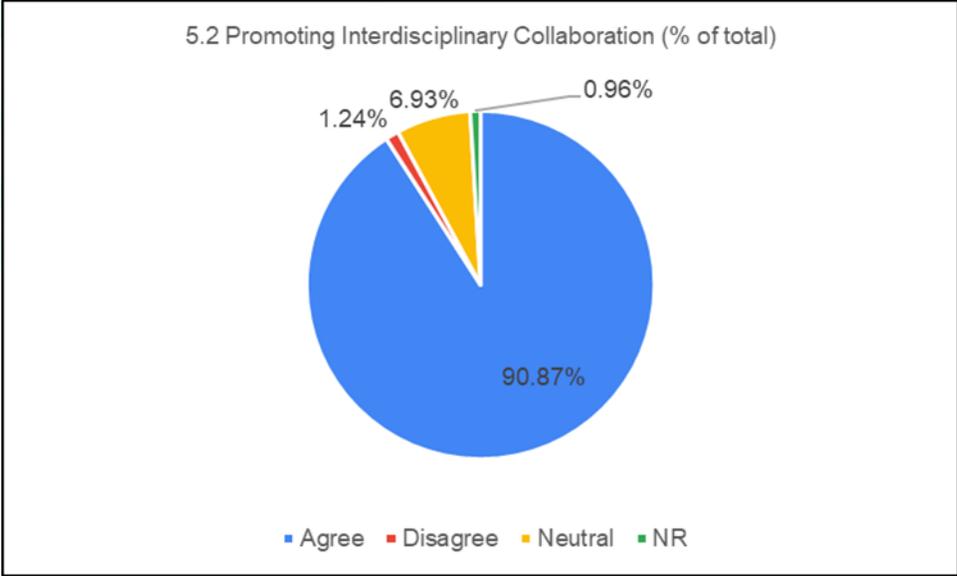
5.1 Encouraging Research Funding	No. of respondents	% of total
Agree	1316	90.32
Disagree	12	0.82
Neutral	113	7.76
NR	16	1.10
Total	1457	

5.2 Promoting Interdisciplinary Collaboration: *"Encouraging interdisciplinary and inter-university collaboration among faculties, departments and funding agencies will foster innovative solutions and drive patenting activities across diverse fields."*

Encouraging interdisciplinary collaboration involves openness, flexibility, and a commitment to acquire new skills from others. Through cultivating an atmosphere that values a range of viewpoints, a significant advancement in several fields can be boosted. A total of 90.87% of respondents agreed with the statement that promoting interdisciplinary and inter-university collaboration among departments, faculties, and funding agencies will stimulate patenting activities across varied sectors and foster new solutions (Table 24).

Table 24 Promoting Interdisciplinary Collaboration

5.2 Promoting Interdisciplinary Collaboration	No. of respondents	% of total
Agree	1324	90.87
Disagree	18	1.24
Neutral	101	6.93
NR	14	0.96
Total	1457	

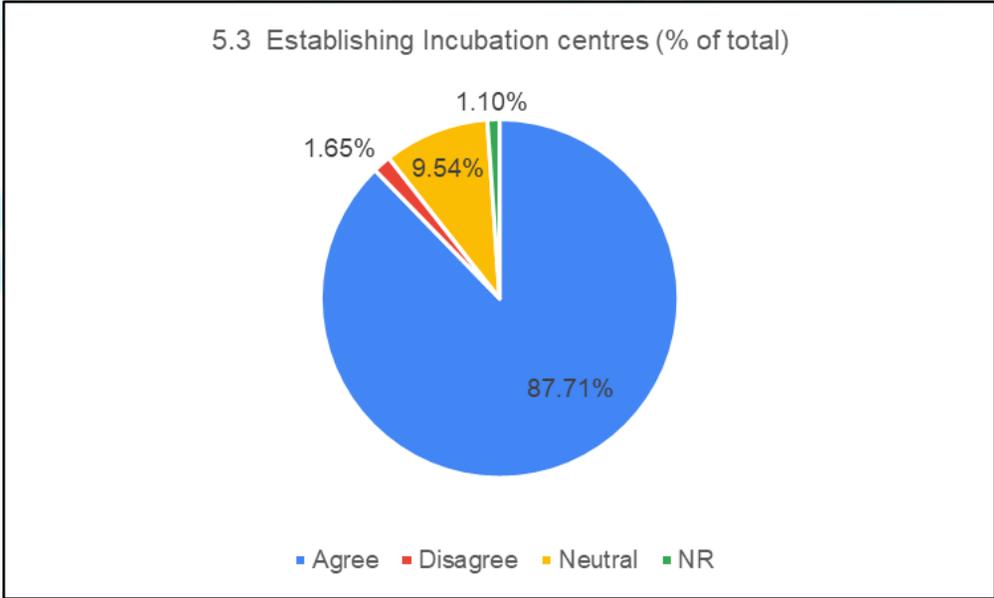


5.3 Establishing Incubation centres: *"Setting up dedicated Incubation centres at Headquarters and Regional Centres in collaboration with Industry/State Govt., /Corporates will facilitate the commercialization of research outcomes, thereby encouraging patenting and innovation."*

Establishing incubation centres is a strategic move that encourages cooperation, entrepreneurship, and innovation in higher education. Incubation centres are essential for stimulating innovation, boosting economic expansion, and establishing a thriving environment for entrepreneurship for students. A total of 87.71% of respondents consented positively to the statement, while 9.54% of respondents were neutral (Table 25).

Table 25 Establishing Incubation centres

5.3 Establishing Incubation centres	No. of respondents	% of total
Agree	1278	87.71
Disagree	24	1.65
Neutral	139	9.54
NR	16	1.10
Total	1457	

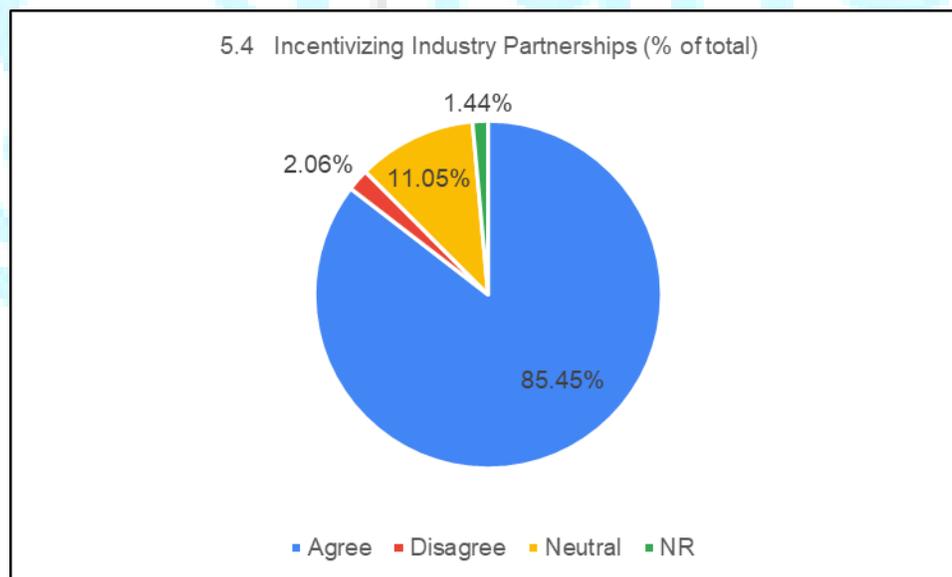


5.4 Incentivizing Industry Partnerships: *"Offering incentives for collaborative research projects with industry partners will accelerate the translation of academic innovations into marketable products and patents."*

Promoting industrial relationships through incentives is essential for advancing academic-business collaboration. A successful industry-academia partnerships can be achieved through open communication, mutual trust, and a shared vision for advancing knowledge and innovation. Regarding incentivized Industry partnerships initiatives, a total 85.45% of the respondents agreed, whereas 11.05% were neutral for the same (Table 26).

Table 26 Incentivizing Industry Partnerships

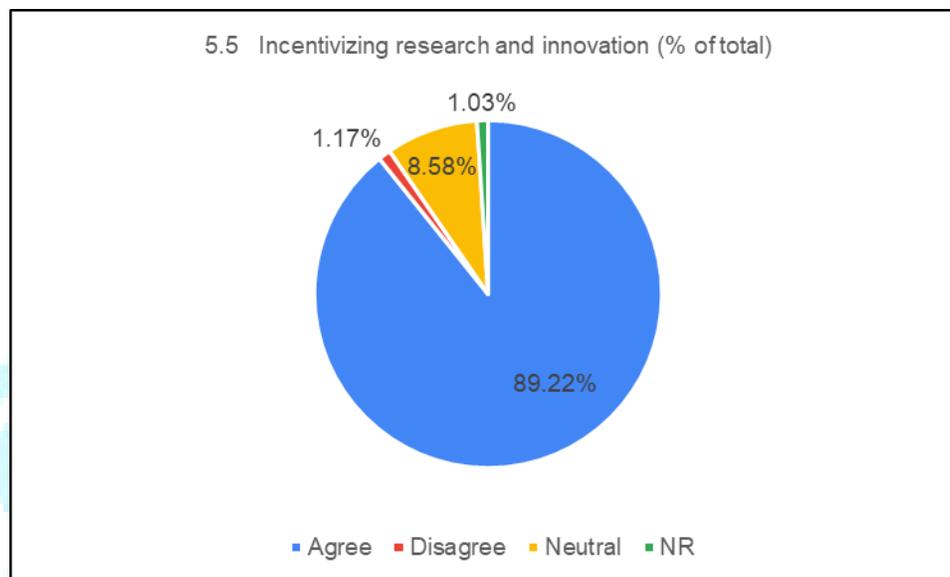
5.4 Incentivizing Industry Partnerships	No. of respondents	% of total
Agree	1245	85.45
Disagree	30	2.06
Neutral	161	11.05
NR	21	1.44
Total	1457	



5.5 Incentivizing research and innovation: *"University should provide funding and incentives for undertaking innovative research projects leading to patent and productive outcomes,"* Creating incentives for research and innovation is necessary to foster creativity and advance progress. Depending on the specific goals of the innovation project and the external environment, a different approach can be the ideal one. The statement was agreed with by 89.22% of the respondents overall. Merely 1.17% of respondents refused to accept the statement (Table 27).

Table 27 Incentivizing research and innovation

5.5 Incentivizing research and innovation	No. of respondents	% of total
Agree	1300	89.22
Disagree	17	1.17
Neutral	125	8.58
NR	15	1.03
Total	1457	



4. Conclusion and recommendations

In the ODL system, academic counsellors serve as the interface between students and the Institution in a number of ways, such as performing the role of counselors, mentors, examiners, evaluators etc. In the context of IGNOU, the role of academic counsellors is highly important. An academic counsellor is one of the most important links between IGNOU, its learners and the resources of learning.

In this feedback study, various aspects of Viksit Bharat @2047 emphasizing the achievement of excellence in higher education were considered such as: Increase in Gross Enrolment Ratio (GER), Financial support to HEI students, Universities to feature in global rankings, developing socially relevant courses leading to entrepreneurship and innovation, Increasing Research, Patent and Innovation. The descriptive survey has been carried out using digital survey tool – Google Form. The analysis of the results has been carried out based on the inputs provided by a total of 1457 number of academic counsellors. There are five sub-themes under every theme. Thus, a total of 25 statements have been included in the feedback survey.

Analysis of data reveals that a majority of academic counsellors have positive opinions about different themes under Viksit Bharat@2047. They have by and large expressed their agreement to the statements mentioned under each of the five themes. Positive responses of academic counsellors ranged from >80% to >90% across different parameters related to the five different themes. Keeping in view the analysis of the responses of academic counsellors, it can be concluded that there is quite a significant and positive feedback from the academic counsellors in respect of various aspects of themes delineated under the Vision of Viksit Bharat@2047.

Results of the analysis of this feedback study provides an understanding of the perspectives given by academic counsellors of the IGNOU. Since majority of the academic counsellors have generally displayed a positive attitude towards all the themes, the following may be recommended:

- The highest number of positive responses have been provided on the sub-theme regarding Quality of Teaching and Learning under the theme “Universities to feature in global rankings”. The academic counsellors have agreed that good quality Teaching and Learning strategy will put the Indian Universities in line with the global universities. The HEI should focus on innovations in teaching-learning and adoption of learner-centric approaches.
- More than 90% of respondents have also agreed favorably with the sub-themes pertaining to Promoting Interdisciplinary Collaboration; Encouraging Research Funding; Ethical and Sustainable Practices; Industry- Academia Collaboration; Infrastructure Development; Work-Study Opportunities; Research Excellence; International Collaboration; Infrastructure and Facilities; Continuous Improvement and Innovation; Innovative Course Development; Mentorship and Guidance; Networking and Collaboration.
- Academic counsellors have agreed to sub-themes regarding importance of innovations in HEIs, industrial-academia collaboration, excellence in research, strengthening the infrastructure, internationalization, ethical practices in HEIs, which may be qualitative indicators of fostering excellence in higher education.
- Based on the constructive and specific feedback of the academic counselors, it may be recommended that in order to raise HEIs to the level of worldwide institutions with a global ranking, it is pertinent to give priority to the aspects delineated in the themes of Viksit Bharat@2047 which the academic counsellors have also endorsed and responded to positively.

Annexure I

Annexure I – Survey tool adopted by CIQA



**INDIRA GANDHI NATIONAL OPEN
UNIVERSITY**

**Maidan Garhi, New Delhi-
110068 Centre for Internal
Quality Assurance**



Academic Counsellor's Feedback Form (2023-2024)

Dear Academic Counsellor,

As we embark on the journey to realize the ambitious vision outlined by the government's "Viksit Bharat @ 2047" initiative, your expertise and insights are pivotal in shaping the trajectory of higher education in India.

We are reaching out to solicit your valuable feedback on a comprehensive framework aimed at advancing our university towards achieving the goals outlined in Viksit Bharat.

You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

1. Name: _____
2. Gender: (Please ✓) 1) Male 2) Female 3) Third gender
3. Age Group (in years): (Please ✓) 1) 25 to 35 2) 36 to 45 3) 46 to 55 4) 56 and above
4. Name of Learner Support Centre attached to: _____
5. Academic Discipline: _____
6. Total experience in IGNOU (in years): _____

Please give your feedback on following statements:

Sl. No.	Question	Disagree	Neutral	Agree
	<p>Theme 1: Increase Gross Enrolment Ratio (GER)</p> <ol style="list-style-type: none"> 1. Accessible Online Education Initiatives: <ul style="list-style-type: none"> • "Introducing accessible online education initiatives will increase GER by providing flexible learning opportunities to a broader spectrum of students." 2. Industry-Academia Collaboration: <ul style="list-style-type: none"> • "Fostering stronger ties with industries to offer practical learning experiences and employment opportunities will attract more students to higher education." 3. Infrastructure Development: <ul style="list-style-type: none"> • "Investing in modern infrastructure facilities such as state-of-the-art libraries, laboratories, and IT resources will enhance the appeal of higher education institutions, thus driving up GER." 4. Targeted Outreach Programs: <ul style="list-style-type: none"> • "Implementing targeted outreach programs in underrepresented regions and communities will ensure equitable access to higher education, thus boosting GER." 5. Offering Programs in regional languages: <ul style="list-style-type: none"> • "The Programs should be offered in regional languages for enhancing the GER." 			

	<p>Theme 2: Financial support to HEI students</p> <ol style="list-style-type: none"> 1. Provision of Scholarships, fellowships, freeshipsetc.: <ul style="list-style-type: none"> • "There should be sufficient scholarships, fellowships, freeships etc. available to support students from economically disadvantaged backgrounds in accessing higher education." 2. Work-Study Opportunities: <ul style="list-style-type: none"> • "There should be work-study opportunities provided to students to help them financially support their education while gaining practical experience." 3. Emergency Financial Aid: <ul style="list-style-type: none"> • "There should mechanism in place to provide emergency financial aid to students facing unforeseen financial challenges during their academic journey to successfully complete the academicProgram." 4. Financial Counseling Services: <ul style="list-style-type: none"> • "There should be financial counseling services readily available to help students navigate financial decisions and managettheir expenses effectively." 5. Alumni Support for Scholarships: <ul style="list-style-type: none"> • "To encourage alumni, contribute to scholarship funds or financial aid programs to support current students in need." 			
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<p>Theme 3: Universities to feature in global rankings</p> <ol style="list-style-type: none"> 1. Research Excellence: <ul style="list-style-type: none"> • "The university should prioritize and support cutting-edge research across disciplines to enhance its global standing" 2. International Collaboration: <ul style="list-style-type: none"> • "The University should engage in international partnerships, joint research projects, and faculty exchange programs to foster global connections and recognition." 3. Quality of Teaching and Learning: <ul style="list-style-type: none"> • "The University should prioritize innovative teaching methodologies, and student-centered learning approaches to deliver high-quality education." 4. Infrastructure and Facilities: <ul style="list-style-type: none"> • "The University should invest in state-of-the-art infrastructure, laboratories, libraries, and IT resources to support research and academic activities." 5. Continuous Improvement and Innovation: <ul style="list-style-type: none"> • "The University should demonstrate a culture of continuous improvement and innovation in its academic programs, research endeavors, and institutional practices to stay competitive on the global stage." 				
	<p>Theme 4: To develop socially relevant courses leading to entrepreneurship and innovation</p> <ol style="list-style-type: none"> 1. Innovative Course Development: <ul style="list-style-type: none"> • "The socially and market relevant courses that integrate principles of social entrepreneurship and innovation to prepare students for addressing societal challenges." 2. Mentorship and Guidance: <ul style="list-style-type: none"> • "There should be mentorship and guidance programs to support students and alumni who aspire to embark on social entrepreneurship ventures." 3. Networking and Collaboration: 			

	<ul style="list-style-type: none"> • "The University should encourage a culture of networking and collaboration among students, faculty, alumni, and external stakeholders to amplify the impact of social entrepreneurship and innovation initiatives" <p>4. Integration of Field Experience:</p> <ul style="list-style-type: none"> • "The courses should integrate hands-on field experiences, internships, and real-world projects into the curriculum to provide students with practical exposure to social entrepreneurship and innovation." <p>5. Ethical and Sustainable Practices:</p> <ul style="list-style-type: none"> • "The courses should promote ethical and sustainable practices among aspiring social entrepreneurs to ensure long-term positive impact on communities and the environment." 			
	<p>Theme 5: Increase Research, Patent and Innovation</p> <ul style="list-style-type: none"> • Encouraging Research Funding: <ul style="list-style-type: none"> • "Increasing funding for research projects and innovation initiatives will stimulate patenting activities within Higher education institutions." • Promoting Interdisciplinary Collaboration: <ul style="list-style-type: none"> • "Encouraging interdisciplinary and inter-university collaboration among faculties, departments and funding agencies will foster innovative solutions and drive patenting activities across diverse fields." • Establishing Incubation centres: <ul style="list-style-type: none"> • "Setting up dedicated Incubation centres at Headquarters and Regional Centres in collaboration with Industry/State Govt./Corporates will facilitate the commercialization of research outcomes, thereby encouraging patenting and innovation." • Incentivizing Industry Partnerships: <ul style="list-style-type: none"> • "Offering incentives for collaborative research projects with industry partners will accelerate the translation of academic innovations into marketable products and patents." 			

	<ul style="list-style-type: none"> • Incentivizing research and innovation: <ul style="list-style-type: none"> • “University should provide funding and incentives for undertaking innovative research projects leading to patent and productive outcomes,” 			
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Thanks for providing your valuable feedback. Your responses will be kept confidential.



Academic Counsellor's Feedback Form (2023-2024) ☆

Questions Responses 1,457 Settings

FEEDBACK

Academic Counsellor's Feedback Form (2023-2024)

Dear Academic Counsellor,

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We are reaching out to solicit your valuable feedback on a comprehensive framework aimed at advancing our University towards achieving the goals outlined in Viksit Bharat.

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- Your responses will be kept confidential.
- Kindly submit the information by 20 June 2023.

1. Your Name

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Feedback & Data

Academic Counsellors associated under Regional Centres

