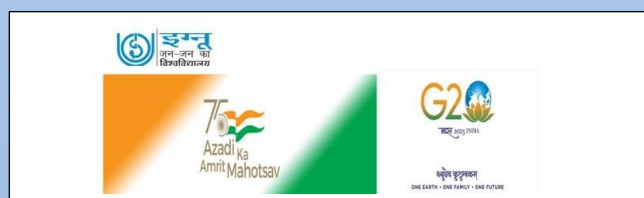


# Feedback Analysis Report of Academic Counsellors on The Teaching-Learning Process



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## **FEEDBACK ANALYSIS REPORT OF ACADEMIC COUNSELLORS ON THE TEACHING-LEARNING PROCESS**

### **1. Introduction**

Feedback is a valuable and useful assessment tool. It fosters a positive environment that increases engagement and productivity, leading to even better outcomes. In a variety of areas, it has a good impact on teamwork activities, communication, and interactions. Effective feedback, including both positive and negative criticism, is very important. By aiding in the inclusion of new knowledge and the adoption of corrective procedures, it plays a significant role in teaching - learning process. The process for collecting continuous feedback is crucial for the entire organization in order to maintain alignment with goals, develop strategies, enhance products and services, forge closer bonds with stakeholders, and much more.

The phrase 'Academic Counsellor' refers to a person who performs both tutoring and counselling functions. Counselling is, in general, a person-specific which supports in solving personnel and individual needs as and when arises. The learners are provided with a real human interaction and assistance in addressing their questions, doubts, or any other academic assistance in achieving the instructional design objectives. The activity that takes place during the counselling sessions (face-to-face contact programme) also includes a judicious mix of other supplementary support, such as audio/video and similar support, as well as other electronic and social media, and follows the multimedia approach to providing counselling support. The assignments in each of IGNOU's programmes play a critical pedagogical role; they are a tool for continual evaluation in the form of feedback from academic counsellors, which helps to maintain motivation and joy in learning.

#### **i. Role of Academic Counsellor in ODL System**

The academic counsellors in the distance education system bridge the gap between the learner and the teaching institution. They play a key role in enabling the students to become an active and effective learner. They set the context, help students pose questions to explore, stimulate problem solving, and give the students tools and resources to use so that they can construct knowledge.

#### **ii. About the Academic Counselling**

Academic Counselling is an important activity in distance education and is entirely different from the usual classroom teaching. Counsellor's answer to the learners' questions in counselling

sessions, besides clarifying their doubts, and helping them to overcome difficulties they may face while going through the self-learning materials. These counselling sessions also offer the students an opportunity to interact with their peers. The counsellors perform various roles, such as facilitating learners about the subject matter content, assessing assignments, providing motivation and encouragement and supervising research/term papers/project work. Since counselling is such an important component of distance education, it is necessary to understand the concept. 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.

## 2. Methodology

The tool which was adopted and provided by the CIQA to conduct the survey. Accordingly, the e-questionnaire was prepared, which was divided into two parts. **First part** consists of the basic information about the participants and the second part had the items related to the feedback of academic counsellors. Academic counsellors were asked to respond the given statements either **Yes** or **No**. These statements were based on three different themes –

- Theme 1: Promotion of digital skills
- Theme 2: Collaboration and partnerships with industries and societies
- Theme 3: Contribution towards Sustainable Development Goals and LiFE (Lifestyle for Environment)

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 has been shared with all 57 Regional Centres of IGNOU. The Regional Centres further shared the link with their Academic Counsellors through SMS and emails. The link was shared to all empanelled academic counsellors. The survey tool was given out in the form of a QR Code in order to disseminate the information more widely.



In the present study the descriptive survey method was adopted to achieve the objectives of study through survey. A total 838 number of Academic Counsellors submitted their responses.

### 3. Result of the survey

Responses of academic counselors which had been collected through Google form had been compiled and analyzed. Based on the nature of parameters studied results has been described under three parts, which are as –

- I. **Demographic profile of Academic Counsellors (ACs)** - Demographic analysis is the study of population based on factors such as age, race, and sex. The analysis includes the things that allow us to measure the dimensions and dynamics of populations. Employment, education, income, marriage rates, birth and death rates, and other socioeconomic indicators are all examples of demographic data. Table 1 depicts that participation of male academic counselors was slightly higher than females.

Table 1 Gender-wise participation of Academic Counsellors

Sl. No	Gender	No. of respondents	% Of respondents
1.	Male	546	65.16
2.	Female	292	34.84
	Total	838	100

Gender  
838 responses

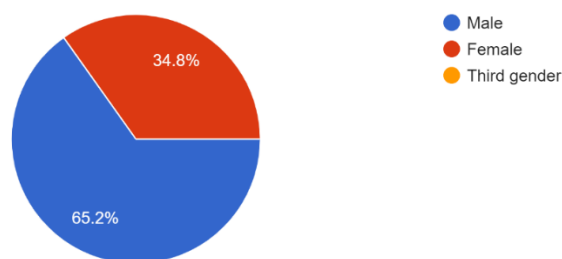


Figure 1

Analysis of the categories of respondents to the survey confirms that the majority of academic counsellors belong to the general category, followed by OBC. Other categories were shared by less than 10% of total participants (Table 2). Higher participation of academic counsellors was from the general category, which has also been reflected in the analysis of gender-wise involvement of different categories in this survey (Table 3).

Table 2 Category wise participation of Academic Counsellors

S. No.	Category of ACs	Count of Category	% Of respondents
1.	OBC	254	30.31
2.	GEN	468	55.85
3.	SC	78	9.31
4.	EWS	13	1.55
5.	ST	25	2.98
6.	<b>Total</b>	<b>838</b>	<b>100</b>

Category  
838 responses

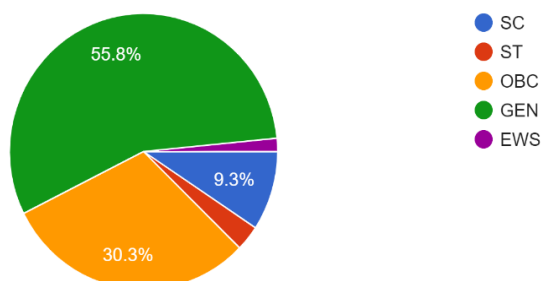


Figure 2

Table 3 Gender wise categories of Academic Counsellors

S. No.	Gender	Category wise no. of Academic Counsellors					Grand Total
		EWS	GEN	OBC	SC	ST	
1.	Female	5	184	71	19	13	546
2.	Male	8	284	183	59	12	292
	Total	30	775	288	113	25	838

## II. Academic Qualification

Analysis of academic qualification of respondents shows that majority of participants are holding Doctorate Degree (58.95%), followed by Master Degree (21.96%)

Table 4 Academic Qualification of academic counsellors

S. No.	Qualifications	No. of respondents	% of total
3.	Masters, NET	141	16.83
4.	Ph.D.	352	42
5.	PhD, NET	142	16.95
6.	Masters	184	21.96
7.	Other	19	2.27
	Total	838	100

Highest Educational Qualification:

838 responses

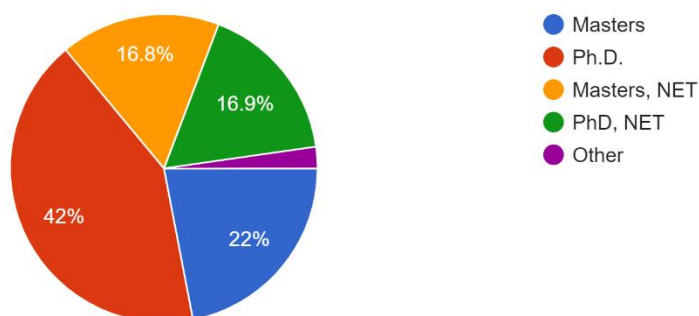


Figure 3

## III. Training and orientation of Academic Counsellors

Academic counsellors were asked to provide information about orientation programme (OP) attended by them conducted by IGNOU either in ODL or in their own discipline Responses of academic counsellors to the query that "*Have you attended Orientation Programme(s) conducted by IGNOU on the Subject/Discipline for which you are a Counsellor?*" as given in table 5. It is



apparent that a total 444 (52.98%) academic counsellors never attended orientation programme in their own discipline or in ODL.

Table 5 Participation of academic counsellors in orientation programme in area of ODL conducted by IGNOU

S. No	Participation	Orientation Programme(s) conducted by IGNOU on the Subject/Discipline	% Of respondents
1.	Yes	394	47.02
2.	No	444	52.98
	Total	838	100

Have you attended Orientation Programme(s) conducted by IGNOU on the Subject/Discipline for which you are a Counsellor

838 responses

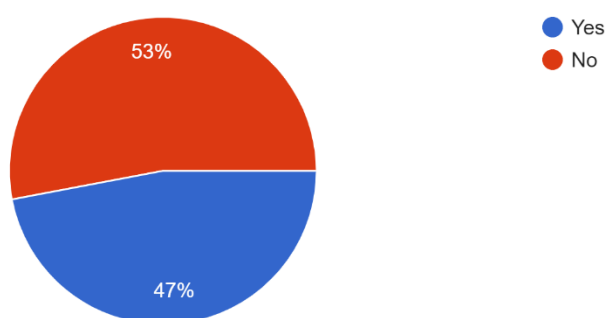


Figure 4

### III. Feedback of Counsellors

Item wise Feedback of Academic Counsellors on the five-point Rating Scale is Tabulated below:

The analysis is based on the feedback received from 838 number of Academic Counselors. The items which were asked in feedback analyzed has been annexed at the end of the report (Annexure I). The item-wise/question-wise feedback have been given below –

#### 1. Theme 1: Promotion of digital skills. –

*Does the programme you are/were involved have components of digital learner support like IRC, TC, Web counselling, use of social media, WEAS, online submission of assignments etc which promote the desired digital skill and competency in the learner?*

The feedback received from the respondents revealed that, 77.1% were informed that the programme you were involved the components of digital learner support such as IRC, TC, Web counselling, use of social media, WEAS, online submission of assignments etc. which promote the desired digital skill and competency in the learner (Figure 5).

1. Does the programme you are/were involved have components of digital learner support like IRC, TC, Web counselling, use of social media, WEAS, onl...esired digital skill and competency in the learner?  
838 responses

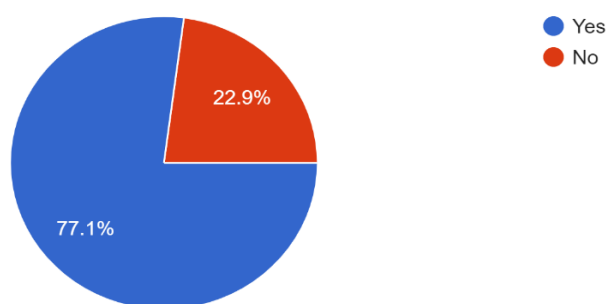


Figure 5

***Are MOOCs/ Open Educational Resources (OERs) integrated into the programme?*** The feedback on this item indicates that, 72% of the total respondent were said that the program is integrated with the MOOC/OERs, whereas 28% of respondents were informed NO for this item (Figure 6).

2. Are MOOCs/ Open Educational Resources (OERs) integrated into the programme?  
838 responses

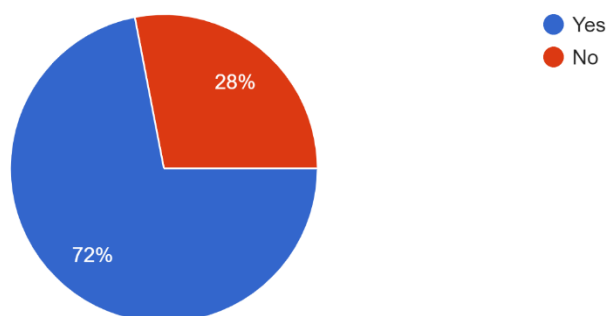


Figure 6

3. Does the curriculum of programme you are/were involved cover digital age emerging topics/subject areas such as digital economy, digital finance, digital government, digital health, digital education, AI, robotics, analytics, IOT, GIS, drones etc.?

Analysis revealed that majority of respondents (61.3%) were agreed that their programme for which they are empaneled, covers emerging topics which are mentioned in the statement. The only 38.7% were stated No. for this statement (Figure 7).

3. Does the curriculum of programme you are/were involved cover digital age emerging topics/subject areas such as digital economy, digital ...tion, AI, robotics, analytics, IOT, GIS, drones etc.?  
838 responses

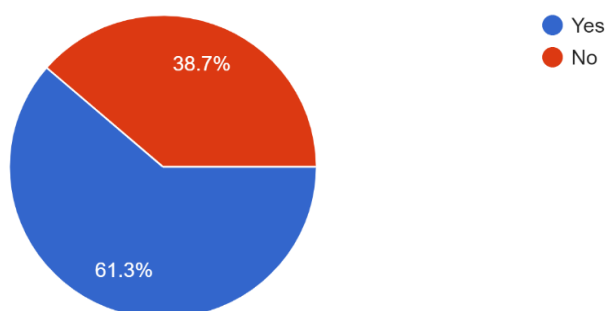


Figure 7

***What do you suggest for promoting digital skills in the learners enrolled in the programme?***

The results show out of 838 respondents, 735 participants provided their inputs on the statements, which is 87.70% of the total participants. The responses were varied in nature. However, majority emphasized that skill based learning and digital learning, are the need of the hour. The feedback which has been given by the respondents can be viewed at the

[https://drive.google.com/file/d/1jN\\_cxBcdqgkA5WA485ODN9OtP58a731k/view?usp=share\\_link](https://drive.google.com/file/d/1jN_cxBcdqgkA5WA485ODN9OtP58a731k/view?usp=share_link)



*Individual response can be seen by scanning the QR code*

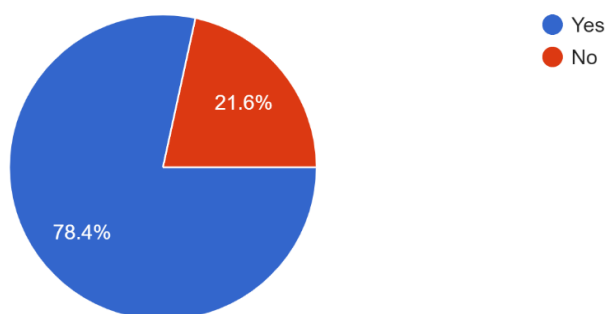
## **Theme 2: Collaboration and partnerships with industries and societies**

### ***Does the programme cover recent and emerging topics/subjects/areas relevant to industries and societies requirements?***

The responses of the participants indicate most of the academic counselors were in opined that the academic programme which they are taking covers the recent and emerging topics/subjects/areas relevant to industries and societies requirements. Out of 838 respondents, only 181 (21.6%) were answered no to this statement (Figure 8).

5. Does the programme cover recent and emerging topics/subjects/areas relevant to industries and societies requirements?

838 responses



*Figure 8*

### ***Does your programme entail learner's interaction/participation with industry/communities?***

Based on the inputs of the participants in the survey, nearly half (375) of the respondents were refused the inclusion of interaction/participation of the students in the programme with industry/communities, which consists of 44.7% of the total respondents. However, 463 (55.3%)

academic counselors found the content of the programme in line with the present days need of industries/communities (Figure 9).

6. Does your programme entail learner's interaction/participation with industry/communities?

838 responses

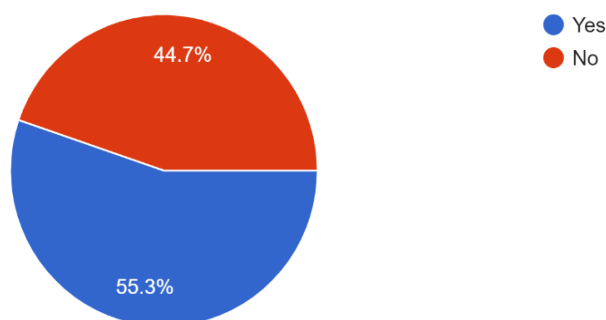


Figure 9

**If (Above) yes, list the activity(ies): (Kindly separate each activity by coma)**

In response to this item, 363 (43.31%) respondents were those, who responded as NO, NA or do not know. The responses of 475 academic counselors are varied nature, which are related to the areas of specialization or so on. Some of the responses are - *inclusion of field visits, industrial trips, internships, community outreach program, Community awareness program and Health days, Nutrition education activities, Experiential learning, market survey, Field Visit, Tourism Department Official Interaction, Visit to Travel Agency, Airport, TC, web counselling, social media, holding Seminar, Workshop, Interview skills, employability skills etc. Some additional opinions on the subject or, more specifically, on topics like: the need for public participation in e-governance in order to get information on the performance of the government; Social awareness raising; Digitalization CSR-based rural area research and participation; Industry-based educational modules and increased industry involvement vocation, development of skills and so on.* The feedback of the individual respondents can be accessed <https://drive.google.com/file/d/1f0O5EoR2WRKGfAtQCXA46gcHOY4OSxcN/view?usp=sharing>



*Individual response can be seen by scanning the QR code*

***How to bridge the gap between HEIs and industry/communities? Give your suggestions***

The responses which were provided by respondents for this topic appear to be varied in types. Therefore, it is challenging to categorize this feedback. Nevertheless, the some important and common suggestions provided by respondents are as - *Involved to Academically industrial components, inclusion of industrial training or industrial exposure components, Interaction students with industry environments, design syllabus in way which can create employment opportunity, encourage, Public-private partnership models, MOUs, include training module in course curriculum, Provide students practice-based learning to try and train methodological competencies, to focus on quality education, vocationalist of education, digitizing education, use CRM Or GDS for BTS and MTTM Students, MOOC must Be There, some SPSS for Research in T&H and so on.* The inputs of the individual respondents can be viewed @

<https://drive.google.com/file/d/1ie84J5HdgyoGEgwcqG0Q5Fq1G1qukyuH/view?usp=sharing>



*Individual response can be seen by scanning the QR code*

***9. Specify the areas of Sustainable Development Goals incorporated in your Programme?***

According to UN, the Sustainable Development Goals (SDG) outlined with a strategy to create a better and sustainable future for all people. They deal with issues like poverty, inequality, climate change, environmental degradation, peace, and justice, as well as other worldwide problems we

confront. All 17 of the Sustainable Development Goals must be met by 2030 in order to ensure that no one is left behind.

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

The academic counselors were asked to provide their feedback about SDGs if included in the programme for which they are empaneled as academic counselor. Out of 838 responses, 26 (3.1% only) either remained silent or answered "no or none." Number of responses for each SDG has been provided in the below-mentioned table. Results indicate that most of the participants have found the SDG-4 integrated with the curriculum which they are taking for academic counselling.

SDG No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total
No. of responses	282	171	231	433	283	174	142	190	145	231	122	114	167	78	135	135	130	3163
% of total	8.92	5.41	7.3	13.69	8.95	5.5	4.49	6.01	4.58	7.3	3.86	3.6	5.28	2.47	4.27	4.27	4.11	100

### What is lifestyle changes you have made/or intend to make in line with Life (Lifestyle for Environment)? (Specify Yes/ No)

The concept of 'Lifestyle for the Environment (LiFE)' was introduced by Prime Minister Narendra Modi at COP26 in Glasgow on 1st November 2021, urging the global community of individuals and institutions to make LiFE a global movement of "mindful and deliberate consumption, rather than mindless and destructive consumption" in order to protect the environment. As part of LiFE, everyone has the responsibility to live a life that enhances and protects the planet. Those who live in harmony with the planet are recognized as Pro Planet People. <https://www.mygov.in/task/day-19-initiate-and-or-join-green-clubs-your-residential-area-school-office/>

There were 22 items which were placed as tool for assessing the changing the life style in line of the environment awareness.

- Carry a non-plastic water bottle while stepping out of home.** The feedback from this point shows that about 90.57% of academic counsellors informed me that they have discontinued the use of plastic bottles and are using non-plastic bottles while going outside. Only 9.43% of respondents accepted the use of plastic water bottles while going outside (Figure 10).

i) Carry a non-plastic water bottle while stepping out of home	Count	% of total
Yes	759	90.57
No	79	9.43
<b>Total</b>	<b>838</b>	

i) Carry a non-plastic water bottle while stepping out of home

838 responses

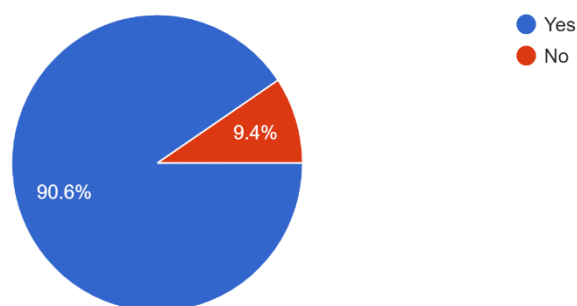


Figure 10

- ii. ***Use cloth bags for shopping for groceries instead of plastic bags.*** The response clearly shows that about 97.02% of academic counsellors were found to be carrying cloth bags for shopping groceries instead of plastic bags, and only 2.9% were not using cloth bags for the same purpose (Figure 11).

ii) Use cloth bags for shopping for groceries instead of plastic bags	Count	% of total
Yes	813	97.02
No	25	2.98
	<b>838</b>	

ii) Use cloth bags for shopping for groceries instead of plastic bags

838 responses

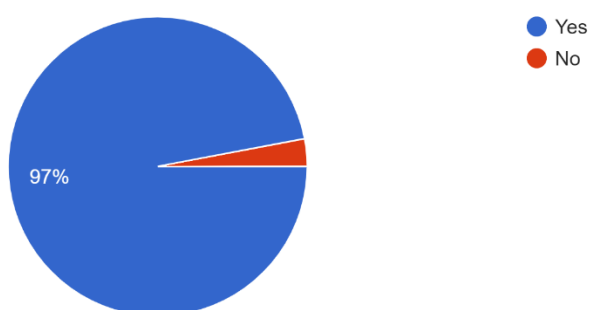


Figure 11

- iii. ***Use stairs instead of an elevator, if possible.*** The feedback provided by the academic counselors indicates that whenever, possible about 94.51% of participants were preferred to



use stairs in place of elevators agreed, 5.9% (73) were neutral and only 2.4% (30) had recorded their disagreement to this response (Figure 12).

iii) Use stairs instead of an elevator, if possible	Count	% of total
Yes	792	94.51
No	46	5.49
	<b>838</b>	

iii) Use stairs instead of an elevator, if possible

838 responses

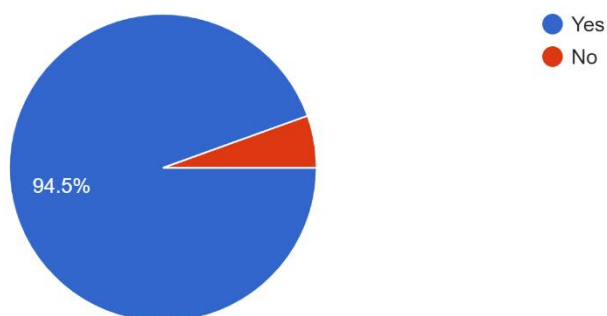


Figure 12

iv. **Donate old clothes and books.** According to the results, most of participants (97.73%) preferred to give old clothes and books to those in need (Figure 13).

vi) Donate old clothes and books	Count	% of total
Yes	819	97.73
No	19	2.27
	<b>838</b>	

## vi) Donate old clothes and books

838 responses

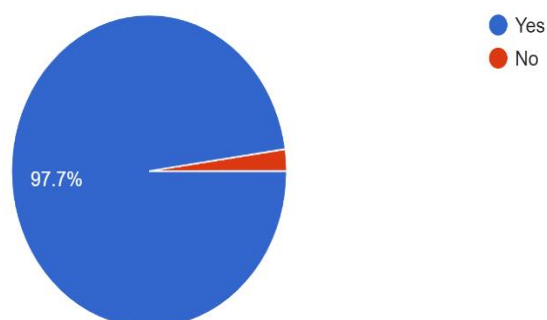


Figure 13

- v. **Practice segregation of dry and wet waste at homes.** Only 5.61% of the academic counsellors for this item did not make it a habit to separate the wet and dry waste at home, compared to the 94.39% of participants who did (Figure 14).

v) Practice segregation of dry and wet waste at homes	Count	% of total
Yes	791	94.39
No	47	5.61
	<b>838</b>	

## v) Practice segregation of dry and wet waste at homes

838 responses

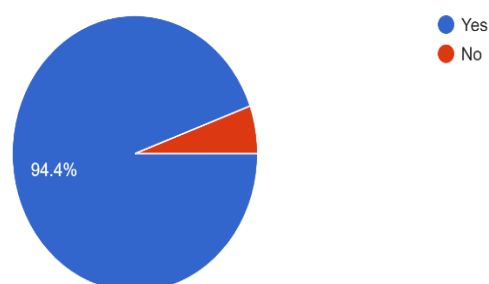


Figure 14

- vi) **Switch off appliances from plug points when not in use.** Regarding this item, out of 838 respondents, 98.45% of academic counsellors were effectively using the power by switch off the appliances when not in use (Figure 15).

vi) Switch off vehicle engines at red lights and railway crossings	Count	% of total
Yes	825	98.45
No	13	1.55
	<b>838</b>	

vi) Switch off appliances from plug points when not in use  
838 responses

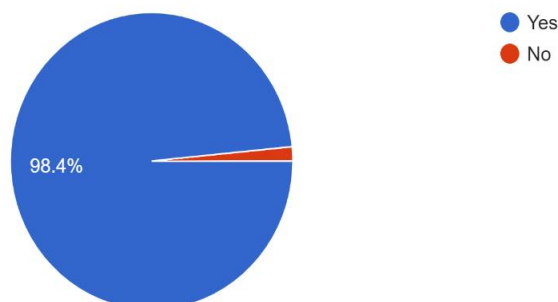


Figure 15

vii) *Use public transport wherever possible.* Results confirm that most of the respondents (95.6%) prefer to share public transportation whenever possible. Only 4.4% of the academic counsellors refused to use public transport (Figure 16).

vii) Use public transport wherever possible	Count	% of total
Yes	801	95.6
No	37	4.4
	<b>838</b>	

vii) Use public transport wherever possible  
838 responses

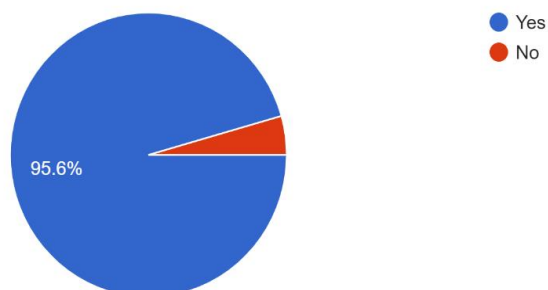


Figure 16

**viii) Switch off vehicle engines at red lights and railway crossings.** Switching off vehicle engines while stopping at a red light or railway crossing is a strategy to minimise vehicular pollution. Out of 838 respondents, 805 (96.06%) answered *yes* to this item. Only 3.94% of the participants did not adopt this strategy (Figure 17).

<b>viii) Switch off vehicle engines at red lights and railway crossings</b>	<b>Count</b>	<b>% of total</b>
Yes	805	96.06
No	33	3.94
	<b>838</b>	

viii) Switch off vehicle engines at red lights and railway crossings  
838 responses

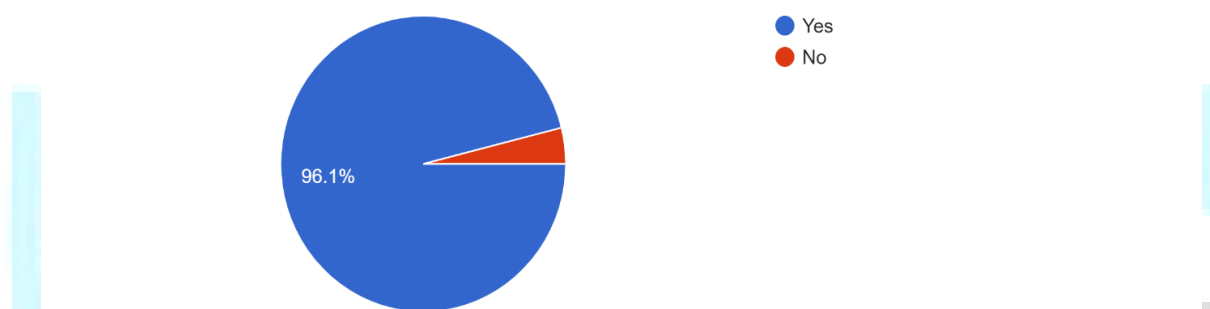


Figure 17

**ix) Plant trees to reduce the impact of pollution.** A majority of academic counsellors are aware that planting trees reduces the adverse effects of pollution. According to the respondents' feedback, 98.7% of them plant trees to cut down on pollution (Figure 18).

<b>ix) Plant trees to reduce the impact of pollution</b>	<b>Count</b>	<b>% of total</b>
Yes	827	98.7
No	11	1.3
	<b>838</b>	

ix) Plant trees to reduce the impact of pollution

838 responses

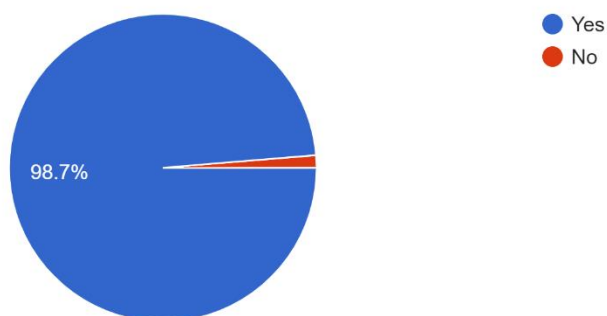


Figure 18

**x) Feed unused and uncooked vegetables leftovers to cattle/ pets/ street animals.** Academic counsellors were asked to provide facts on their practice for handling food waste. 93.08% of academic counsellors for this item give extra food to cattle, pets, or stray animals (Figure 19).

<b>x) Feed unused and uncooked vegetables leftovers to cattle/ pets/ street animals</b>	<b>Count</b>	<b>% of total</b>
Yes	780	93.08
No	58	6.92
	<b>838</b>	

x) Feed unused and uncooked vegetables leftovers to cattle/ pets/ street animals

838 responses

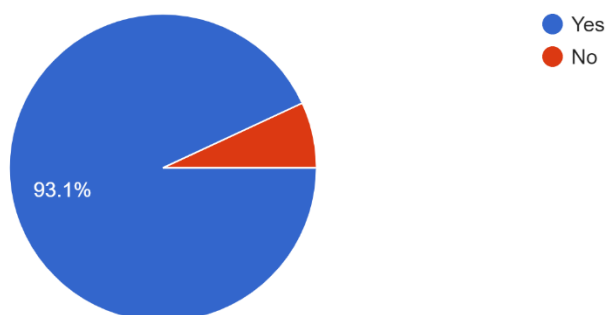


Figure 19

**xi) Pre-soak heavy pots and pans before washing them.** Inclusion of this item as a life-changing style indicates awareness among people about saving water while cleaning utensils. Out of 838

respondents, 778 (92.84%) made it a practise to soak heavy pots and pans before washing them. (Figure 20).

<b>xi) Pre-soak heavy pots and pans before washing them</b>	<b>Count</b>	<b>% of total</b>
Yes	778	92.84
No	60	7.16
	<b>838</b>	

xi) Pre-soak heavy pots and pans before washing them

838 responses

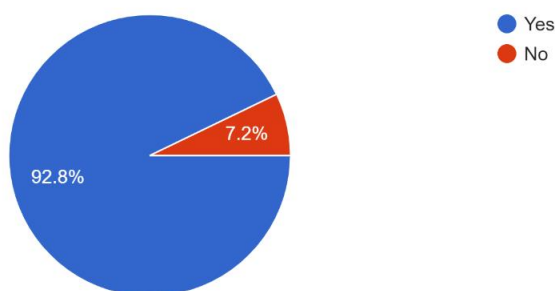


Figure 20

**xii) Use steel/ recyclable plastic lunch boxes and water bottles.** A total 806 (96.2%) participants were agreeing with the statement whereas 3.82% were submitted their response as *no* (Figure 21).

<b>xii) Use steel/ recyclable plastic lunch boxes and water bottles</b>	<b>Count</b>	<b>% of total</b>
Yes	806	96.18
No	32	3.82
	<b>838</b>	

xii) Use steel/ recyclable plastic lunch boxes and water bottles

838 responses

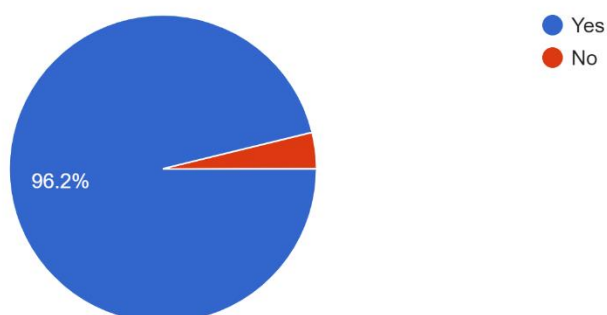


Figure 21

**xiii) Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.** Carefully cutting of bags used to package milk, buttermilk, etc. to avoid plastic bits may be a useful strategy to avoid mixing plastic material into other biodegradable waste. Nearly 94% of the academic counsellors agreed with this approach, whereas 6% seemed to disagree with the statement (Figure 22).

<b>xiii) Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.</b>	<b>Count</b>	<b>% of total</b>
Yes	786	93.79
No	52	6.21
	<b>838</b>	

xiii) Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.

838 responses

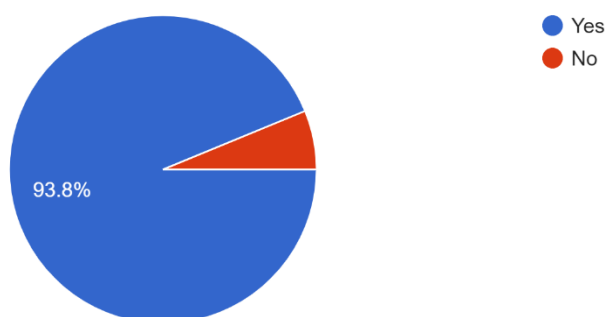


Figure 22

**xiv) Defrost fridge or freezer regularly.** In order to keep the refrigerator functioning effectively, it is essential to defrost it regularly. The feedback analysis reveals that the idea of regular defrosting of the fridge has been accepted by 87.47% of the academic counsellors, whereas 12.53% disagree with the same (Figure 23).

<b>xiv) Defrost fridge or freezer regularly</b>	<b>Count</b>	<b>% of total</b>
Yes	733	87.47
No	105	12.53
	<b>838</b>	

xiv) Defrost fridge or freezer regularly

838 responses

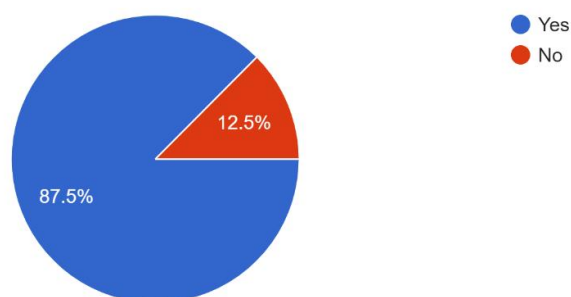


Figure 23

**xv) Create kitchen gardens/ terrace gardens at homes/ schools/ offices.** Out of 838 respondents, a total of 92.36% of academic counsellors agreed with the statement, whereas 7.64% gave *no* response (Figure 24).

<b>xv) Create kitchen gardens/ terrace gardens at homes/ schools/ offices</b>	<b>Count</b>	<b>% of total</b>
Yes	774	92.36
No	64	7.64
	<b>838</b>	

xv) Create kitchen gardens/ terrace gardens at homes/ schools/ offices

838 responses

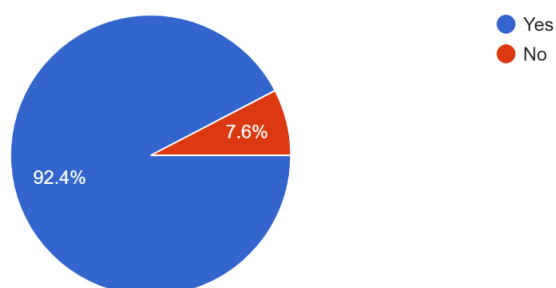


Figure 24

**xvi) Reuse water drained out from AC/RO for cleaning utensils, watering plants and others.** Reusing drained-out water from AC/RO is part of sustainable living. A total of 761 of the academic counsellors marked this statement yes, and only 9.19% reported *no*. (Figure 25).



<b>xvi) Reuse water drained out from AC/RO for cleaning utensils, watering plants and others</b>	<b>Count</b>	<b>% of total</b>
Yes	761	90.81
No	77	9.19
	<b>838</b>	

xvi) Reuse water drained out from AC/RO for cleaning utensils, watering plants and others  
838 responses

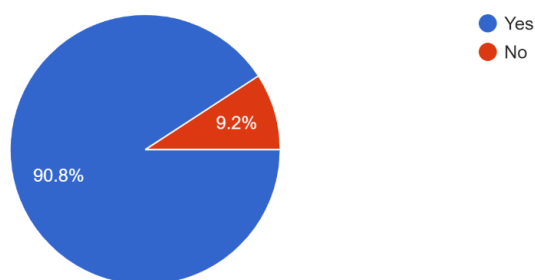


Figure 25

**xvii) Set printer default to double-side printing.** Both side printing settings may be good practise for making sustainable use of paper. A total 93.32% of the academic counsellors found it important and only 6.68% marked this item as *no* (Figure 26).

<b>xvii) Set printer default to double-side printing</b>	<b>Count</b>	<b>% of total</b>
Yes	782	93.32
No	56	6.68
	<b>838</b>	

xvii) Set printer default to double-side printing  
838 responses

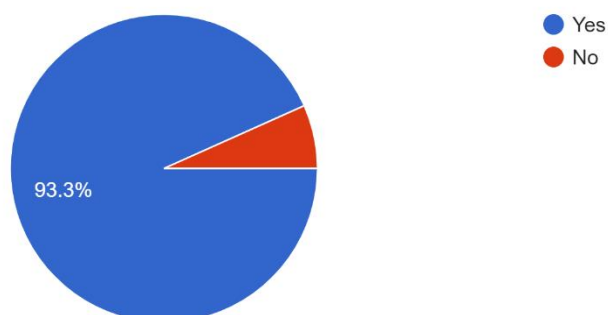


Figure 26

**xviii) Encourage use of indigenous herbs and medicinal plants such as neem, tulsi, giloy, mint, curry leaves, ashwagandha, etc.** It is good to see that the majority of the academic counsellors (98.6%) were in favour of using indigenous herbs and medicinal plants. Only 1.4% of the total refused to accept the fact (Figure 27).

<b>xviii) Encourage use of indigenous herbs and medicinal plants such as neem, tulsi, giloy, mint, curry leaves, ashwagandha, etc..</b>	<b>Count</b>	<b>% of total</b>
Yes	826	98.6
No	12	1.4
	<b>838</b>	

xviii) Encourage use of indigenous herbs and medicinal plants such as neem, tulsi, giloy, mint, curry leaves, ashwagandha, etc..

838 responses

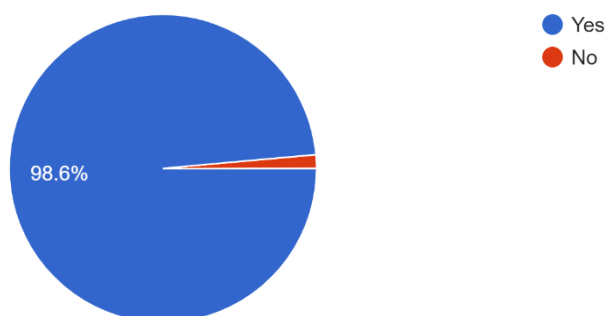


Figure 27

**xix) Initiate and/or join green clubs in your residential area/ school/ office.** It is one of the initiatives to spread and raise awareness about sustainable development and an eco-friendly approach. Analysis of the feedback of academic counsellors elucidate that 92.72% of the total participants appeared to be favourable for this kind of activities. A total 61 (7.28%) academic counsellors disagreed for the same (Figure 28).

<b>xix) Initiate and/or join green clubs in your residential area/ school/ office.</b>	<b>Count</b>	<b>Column1</b>
Yes	777	92.72
No	61	7.28
	<b>838</b>	

xix) Initiate and/or join green clubs in your residential area/ school/ office.

838 responses

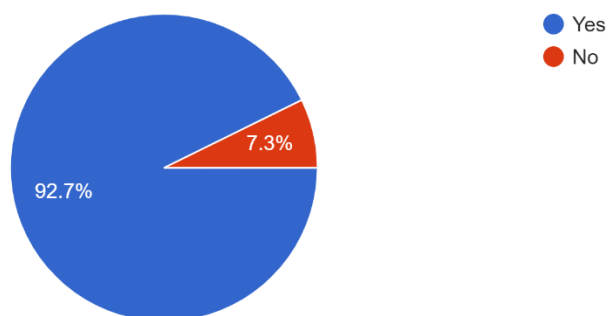


Figure 28

xx) *Participate in and mobilize participation for clean-up drives of cities and water bodies.* Out of 838 respondents who have submitted their feedback, a large portion of respondents (92.12%) were participated in and mobilize participation for clean-up drives of cities and water bodies (Figure 29).

xx) Participate in and mobilize participation for clean-up drives of cities and water bodies.	Count	% of total
Yes	772	92.12
No	66	7.88
	<b>838</b>	

xx) Participate in and mobilize participation for clean-up drives of cities and water bodies .

838 responses

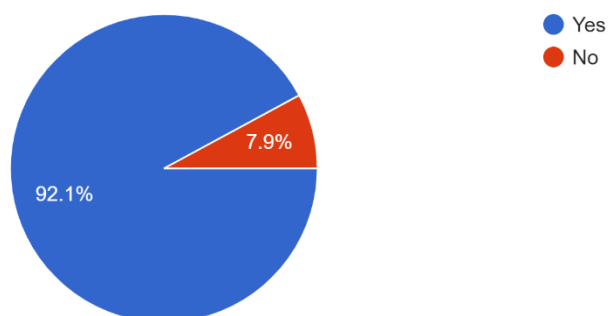


Figure 29

xxi) *Discard gadgets in nearest e-recycling units.* According to the academic counsellors' feedback, a significant portion of participants (758) have made it a routine to dispose of their

electronics at the nearest recycling centres. Just 9.5% of the participants did not adhere to the same rules (Figure 30).

<b>xxi) Discard gadgets in nearest e-recycling units</b>	<b>Count</b>	<b>% of total</b>
Yes	758	90.5
No	80	9.5
	<b>838</b>	

xxi) Discard gadgets in nearest e-recycling units.

838 responses

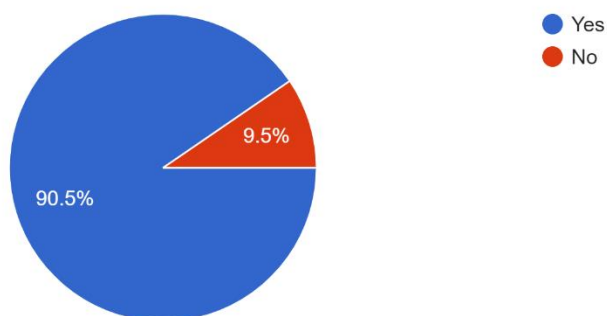


Figure 30

**xxii) Any other** - The academic counsellors have provided a variety of responses since the nature of the question appears to be open-ended. Diverse responses have been obtained from the 401 academic counsellors. These responses are available at [https://drive.google.com/file/d/1WFDucFi\\_FcqKf1FF4dVTIDS7VNDZk1CQ/view?usp=drive\\_link](https://drive.google.com/file/d/1WFDucFi_FcqKf1FF4dVTIDS7VNDZk1CQ/view?usp=drive_link). A total of 431 participants did not provide any responses under this item.



Scanned to view responses related to Item - xxii) Any other

## 4. Conclusion and recommendations

Academic counsellors in the distance learning system function as a linkage between students and IGNOU in a variety of ways, including as counsellors, evaluators, and through general comments on their assignments. The fact that the majority of academic counsellors have positive and conflicting reactions to various initiatives relating to the following three themes: promotion of digital skills, collaboration and partnerships with industries and societies, contribution to Sustainable Development Goals, and LiFE (Lifestyle for the Environment) is encouraging.

Positive responses of academic counsellors are ranged from >60% to >90% across different parameters related to the three different themes. Keeping in view the analysis of the responses of academic counsellors, it can be concluded that there is quite significant and positive feedback from the academic counsellors in respect of various indicators of digital skills, parameters which indicates collaboration with industries and societies.

According to Professor Jeffrey Sachs, Director, The Earth Institute, Columbia University, adopting global goals is important for - *Encourage social mobilization, create peer pressure among political leaders, Spur networks of expertise, knowledge, and practice into action, mobilize stakeholder networks across countries, sectors, and regions, coming together for a common purpose.* Results of the analysis of feedback, especially when it comes to changing LiFE parameters, seem to be an important strategy that not only raises awareness among academic counsellors but also provides a window into their perspectives on the various facets of a lifestyle for the environment.

This analysis provides an outline about understandings of academic counsellors, who are associated with the IGNOU. The positive attitude of academic counsellors towards the identified themes is relatively satisfactory. The academic counsellors gave a variety of responses to open-ended questions, including their opinions on encouraging digital proficiency in the learners enrolled in the programme, solutions for bridging the gap between HEIs and business or communities, and suggestions for adapting to a changing lifestyle environment. Additional analysis is required for indexing these kinds of responses submitted by the academic counsellors.

## Annexure I

### Annexure I – Survey tool adopted by CIQA

**Dear Madam/Sir,**

As you are aware that G20 focuses on inclusive, equitable, relevant, and quality education and lifelong learning opportunities for all, within the theme of “One Earth, One Family, One Future”.

India proposes to build on and carry forward the past deliberations so as to transform the current educational system. There is a need to make education more relevant for the capacities and skills required to prepare the learners of all ages and throughout life in the digital era; encourage collaboration and partnerships between

Higher Educational Institutions and industries and engagement with societies: strengthening Research, promoting Innovation for the quest of widening the horizons of knowledge and using it for the good of humankind. Attainment of Sustainable Development Goals by adopting eco-friendly lifestyles through LiFE (Lifestyle for Environment) is a major priority in the days to come. With LiFE, the prevalent “use-and-dispose”, economy will be replaced with a circular economy, characterized by responsible consumption.

In order to contribute significantly to LiFE, individuals will be encouraged to make lifestyle changes in day-to-day living.

In the backdrop of this, you are requested to spare 10-15 minutes of your valuable time for filling up the feedback form.

**Your responses will be kept confidential.**

### **Part I: Basic Information**

1. Name: \_\_\_\_\_

2. Gender: (Please ✓) 1) Male ☐ 2) Female ☐ 3) Third gender ☐

3. Age Group (in years): (Please ✓) 1) 25 to ☐ 2) 36 to 45 ☐ 3) 46 to 55 ☐ 4) 56 and above ☐

4. Highest Educational Qualification: \_\_\_\_\_

5. Institution you are working/ affiliated with: \_\_\_\_\_

6. Name of Regional Centre: \_\_\_\_\_


7. LSC Name/Code No.: \_\_\_\_\_

8. Name of the Programme/s involved in: \_\_\_\_\_

9. Number of years you are associated with IGNOU: \_\_\_\_\_

Please give your feedback on following statements:

S. No	Statement	Yes	No
<b>Theme 1: Promotion of digital skills</b>			
1.	Does the programme you are/were involved have components of digital learner support like IRC, TC, Web counselling, use of social media, WEAS, online submission of assignments etc which promote the desired digital skill and competency in the learner?		
2.	Are MOOCs/ Open Educational Resources (OERs) integrated into the programme?		
3.	Does the curriculum of programme you are/were involved cover digital age emerging topics/ subject areas such as digital economy, digital finance, digital government, digital health, digital education, AI, robotics, analytics, IOT, GIS, drones etc.?		
4.	What do you suggest for promoting digital skills in the learners enrolled in the programme? .....		
<b>Theme 2: Collaboration and partnerships with industries and societies</b>			
5.	Does the programme cover recent and emerging topics/subjects/areas relevant to industries and societies requirements?		
6.	Does your programme entail learner's interaction/participation with industry/communities?		
7.	If yes, list the activity(ies): 1. ..... 2. ..... 3. ..... 4. .....		
8.	How to bridge the gap between HEIs and industry/communities? Give your suggestions. ..... ..... ..... .....		
<b>Theme 3: Contribution towards Sustainable Development Goals and LiFE (Lifestyle for Environment)</b>			

9.	<p>Specify the areas of Sustainable Development Goals incorporated in your Programme?</p> 																																																								
10.	<p>What is lifestyle changes you have made/or intend to make in line with <b>LiFE</b> (Lifestyle for Environment)? (Specify Yes/ No)</p> <table border="1"> <thead> <tr> <th data-bbox="256 1014 386 1056">Sr. No</th> <th data-bbox="386 1014 1360 1056">Lifestyle Changes</th> <th data-bbox="1360 1014 1531 1056">Yes/No</th> </tr> </thead> <tbody> <tr><td>1.</td><td>Carry a non-plastic water bottle while stepping out of home</td><td></td></tr> <tr><td>2.</td><td>Use cloth bags for shopping for groceries instead of plastic bags</td><td></td></tr> <tr><td>3.</td><td>Use stairs instead of an elevator, if possible</td><td></td></tr> <tr><td>4.</td><td>Donate old clothes and books</td><td></td></tr> <tr><td>5.</td><td>Practice segregation of dry and wet waste at homes</td><td></td></tr> <tr><td>6.</td><td>Switch off appliances from plug points when not in use</td><td></td></tr> <tr><td>7.</td><td>Use public transport wherever possible</td><td></td></tr> <tr><td>8.</td><td>Switch off vehicle engines at red lights and railway crossings</td><td></td></tr> <tr><td>9.</td><td>Plant trees to reduce the impact of pollution</td><td></td></tr> <tr><td>10.</td><td>Feed unused and uncooked vegetables leftovers to cattle/ pets/ street animals</td><td></td></tr> <tr><td>11.</td><td>Pre-soak heavy pots and pans before washing them</td><td></td></tr> <tr><td>12.</td><td>Use steel/ recyclable plastic lunch boxes and water bottles</td><td></td></tr> <tr><td>13.</td><td>Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.</td><td></td></tr> <tr><td>14.</td><td>Defrost fridge or freezer regularly</td><td></td></tr> <tr><td>15.</td><td>Create kitchen gardens/ terrace gardens at homes/ schools/ offices</td><td></td></tr> <tr><td>16.</td><td>Reuse water drained out from AC/RO for cleaning utensils, watering plants and others</td><td></td></tr> <tr><td>17.</td><td>Set printer default to double-side printing</td><td></td></tr> </tbody> </table>			Sr. No	Lifestyle Changes	Yes/No	1.	Carry a non-plastic water bottle while stepping out of home		2.	Use cloth bags for shopping for groceries instead of plastic bags		3.	Use stairs instead of an elevator, if possible		4.	Donate old clothes and books		5.	Practice segregation of dry and wet waste at homes		6.	Switch off appliances from plug points when not in use		7.	Use public transport wherever possible		8.	Switch off vehicle engines at red lights and railway crossings		9.	Plant trees to reduce the impact of pollution		10.	Feed unused and uncooked vegetables leftovers to cattle/ pets/ street animals		11.	Pre-soak heavy pots and pans before washing them		12.	Use steel/ recyclable plastic lunch boxes and water bottles		13.	Cut the packaging bags used for milk, buttermilk, etc. only partially to avoid plastic bits from mixing into biodegradable waste.		14.	Defrost fridge or freezer regularly		15.	Create kitchen gardens/ terrace gardens at homes/ schools/ offices		16.	Reuse water drained out from AC/RO for cleaning utensils, watering plants and others		17.	Set printer default to double-side printing	
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	19.	Initiate and/or join green clubs in your residential area/ school/ office		
	20.	Participate in and mobilise participation for clean-up drives of cities and water bodies		
	21.	Discard gadgets in nearest e-recycling units		
	22.	Any other .....		

**Thanks for providing your valuable feedback. Your responses will be kept confidential.**

