



Co-funded by the
Erasmus+ Programme
of the European Union



FINAL STAKEHOLDER PERCEPTION SURVEY

Results

**DR. BABASAHEB AMBEDKAR MARATHWADA
UNIVERSITY, INDIA**

**Integrating Talent Development into Innovation Ecosystems in Higher Education
Ecosystems in Higher Education**

586227-EPP-1-2017-1-BG-EPP

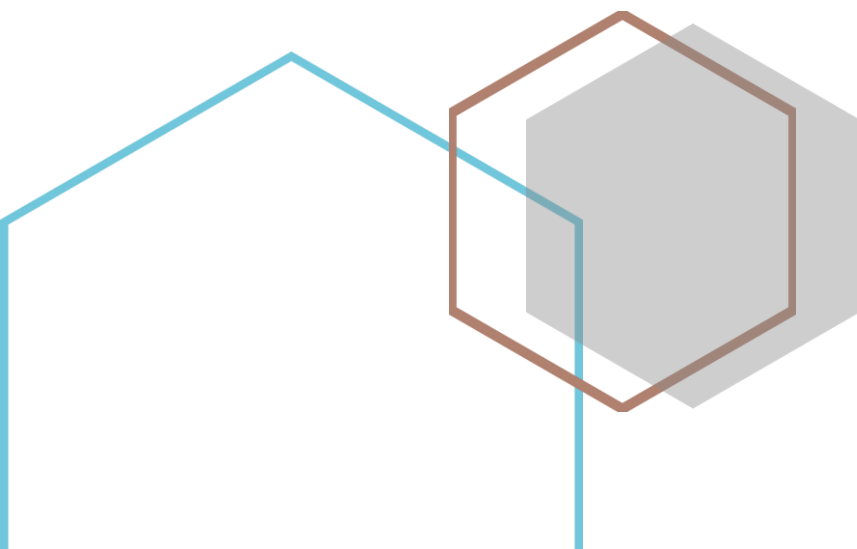




Table of Contents

Introduction	2
Data analysis based on the responses gathered from administrative and managerial categories	3
Data analysis based on the responses gathered from students	8
Data analysis based on the responses gathered from faculty members	11
Conclusion	16

Each INNOTAL Partner University in Asia has carried out a final survey campaign aimed at mapping the perceptions of key University stakeholders on issues of relevance to the project. The survey has also aimed at analysing the perceived impact of the project at the institution and making conclusions about sustainability actions.

The survey has reached students, faculty members and representatives of University Management and Administration.

This document presents and analyses the results from this survey.

Authors: Dr. Babasaheb Ambedkar Marathwada project team

Editor: Gergana Cisarova-Dimitrova, European Center for Quality



Co-funded by the
Erasmus+ Programme
of the European Union

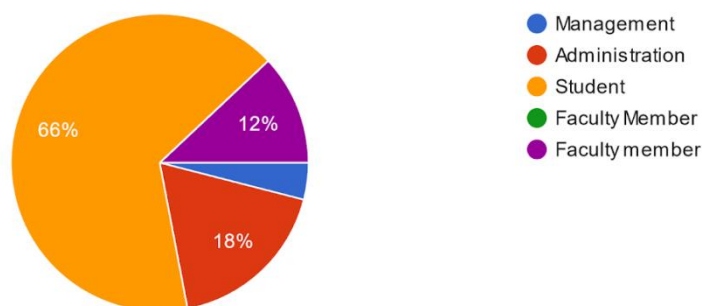
This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Introduction

A detailed comprehensive online survey to map the perceptions of the INNOTAL Project impact was carried out among stakeholders of the University. A brief questionnaires was provided by the INNOTAL Quality Manager for analyzing the overall impacts of the project. The stakeholders comprise Management, Administration, Students and Faculty Members. Out of the 100 respondents, 18 are from Management & Administration; 66 are students; and 16 are faculty members.

Your position at the University:

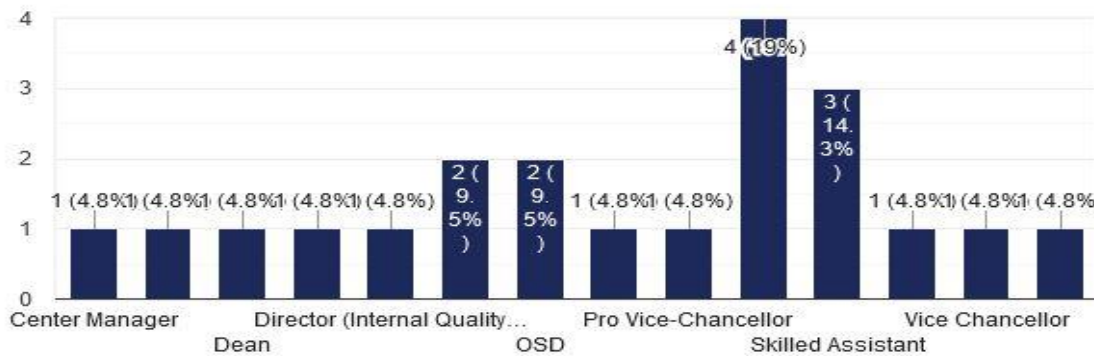
100 responses



INNOTAL had a notable impact at BAMU for moving ahead in Innovation, Stakeholder and Student Co-creation and Ideation Ecosystem of the University. In addition, new ideas about how social entrepreneurship can be achieved are a major impact of the INNOTAL project. The Students Community Service & Volunteering Center, as well as the Talent Co-creation Lab, which are the two major structures created by the INNOTAL project have a tangible impact on the university. This is visible from the majority of responses collected. Below is the detailed presentation of the responses along with some analysis and conclusions:

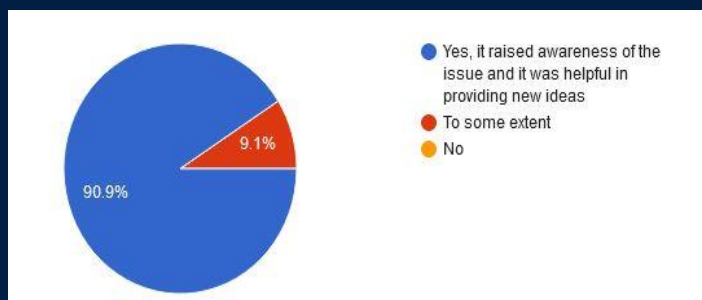


Data analysis based on the responses gathered from administrative and managerial categories



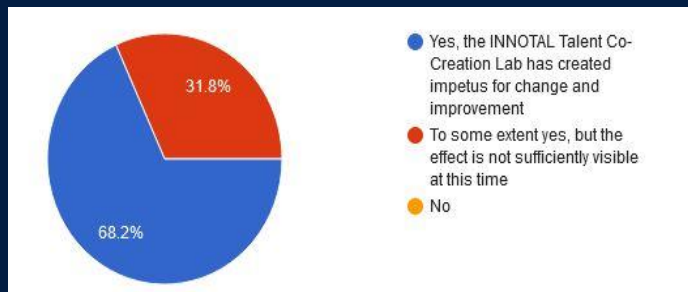
The key persons from the University Administration who are the ex officio members of the University Management, such as, Hon'ble Vice-Chancellor, Pro Vice-Chancellor, Deans, Director (Innovation, Incubation & Linkages) & Director (Quality Assurance) have responded in the survey. Apart from them, various non-teaching employees like Center Managers, Senior Assistants, and Skilled Assistants have also responded in the survey.

Q. Do you think that the INNOTAL project has made our university generally more aware of global trends and best practices for promoting graduates' employability and university-business cooperation?



Analysis: It is observed that 90.9 % from the University Management & Administration have responded positively to the question, while 9.1% have responded "to some extent". No person has disagreed. Thus, it can be summarized that INNOTAL project has raised the awareness of the Innovation, Stakeholder and Student Co-creation and Ideation Ecosystem.

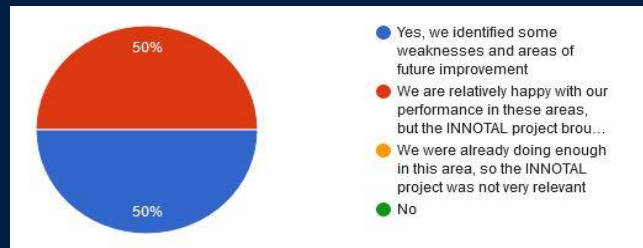
Q. Has the INNOTAL Project resulted in better understanding within the university of the benefits of cooperating with external stakeholders in the design and delivery of education and in the development of students' talents?



Analysis: The INNOTAL Talent Co-creation Lab has apparently created impetus for change and improvement in Innovation Ecosystem. 68.2% from the University Management & Administration have responded positively for the question, while 31.8% have responded "to

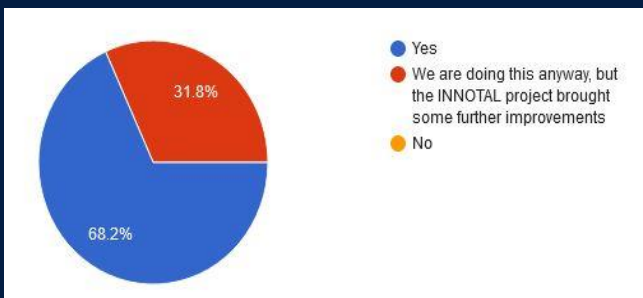
some extent”. It is likely that because the University is struggling to establish the impact of the INNOTAL project due to the Covid-19 pandemic.

Q. Has the INNOTAL project made our University more aware of any weaknesses in our cooperation with business and in our efforts to promote students' employability?



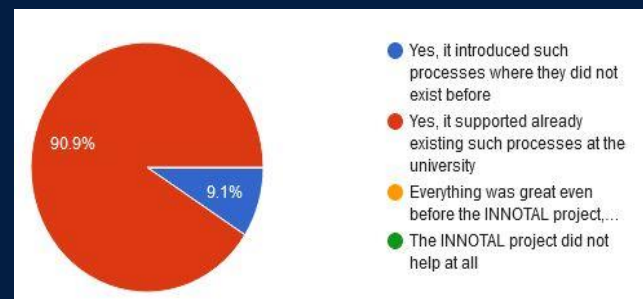
Analysis: In the case of awareness of any weaknesses in BAMU’s cooperation with business and in the efforts to promote students' employability, the response is 50-50% for both the identification of weaknesses and relative satisfaction over the performance. This result suggests that INNOTAL has created an ecosystem, as well as its action plan, for improvement in the near future.

Q. Has the INNOTAL project helped our University better understand and monitor the external conditions in the economy and society that may affect the employability of our graduates?



Analysis: 68.2% of the respondents felt that the INNOTAL project has helped the University to better understand and monitor the external conditions in the economy and society that may affect the employability of graduates, while 31.8% of the respondents felt that the University is already doing this anyway but INNOTAL has helped for further improvements and speeding up of the process. In both the cases, it can be concluded that INNOTAL has helped in examining the external conditions in the society and economy that may affect the employability of graduates.

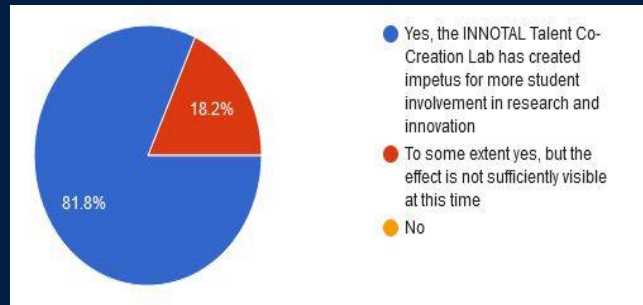
Q. So far, has the INNOTAL project and its results (e.g. the Talent Co-Creation Lab) actually promoted stronger involvement of external stakeholders in the design, delivery and evaluation of study programs/courses and in the development of students' talents?



Analysis: On the issues of promotion of involvement of external stakeholders in the design delivery and evaluation of study programs/courses and in the development of students' talents,

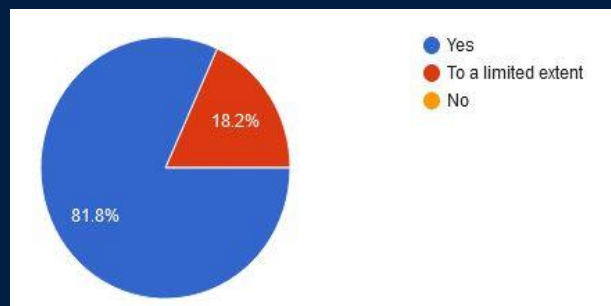
90.9% of the respondents have opined that the project has supported already existing processes at the University while 9.1% have responded that it has introduced processes which did not exist before.

Q. Has the INNOTAL Project succeeded in creating a change-maker coalition at the University to pursue new approaches to student engagement in research and innovation and to further increase student exposure to the economy and society?



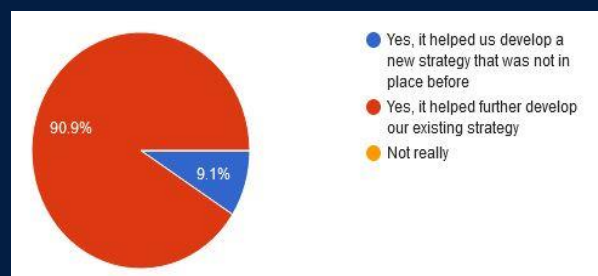
Analysis: 81.8% of the respondents have answered that INNOTAL has created impetus for more students' involvement in research and innovation, while 18.2% are of the opinion that it is so "to some extent" but the effect is not sufficiently visible at this time. This clearly indicates that INNOTAL has had strong impact over the University despite the challenges of the Covid-19 pandemic.

Q. Did the INNOTAL project activities manage to improve internal institutional dialogue and make institutional culture more in favour of stronger University engagement with external organizations?



Analysis: 81.8% of the respondents realized that INNOTAL project activities have managed to improve internal institutional dialogue and institutional culture and turn it in favor of stronger University engagement with external organizations. 18.2% of the respondents felt that it has been achieved to a limited extent.

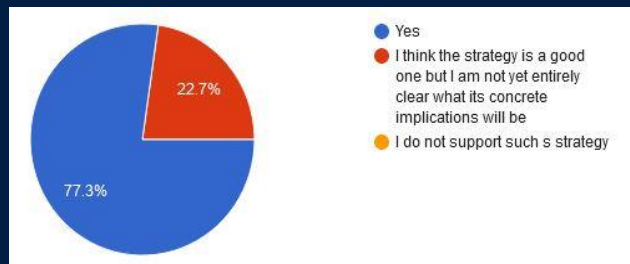
Q. Has the INNOTAL project contributed to developing (or improving) a practical and concrete University strategy and action plan for improving graduates' employability and links with business/industry?



Analysis: Since efforts for strengthening the innovation ecosystem have started at the University from 2016, 90.9% of the respondents felt that INNOTAL has helped to develop the existing strategy. 9.1% of the respondents felt that INNOTAL has developed a new strategy. The

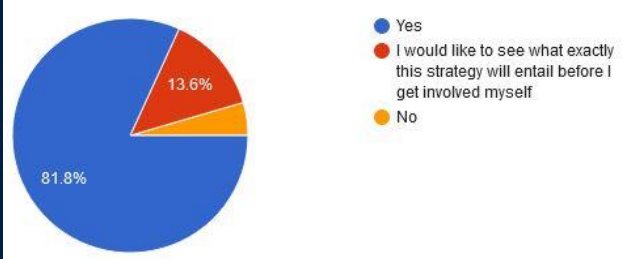
University has clearly benefitted from the INNOTAL Project in its planning and strategy for Incubation, Co-creation, Innovation, Ideation and Linkages.

Q. Do you support the INNOTAL project's proposed strategy to embed employability across all institutional activities (curriculum, teaching, research & innovation)?



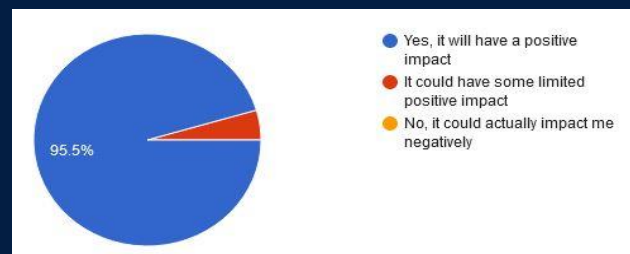
Analysis: 77.3% of the respondents support the INNOTAL project's proposed strategy to embed employability across all institutional activities, while 22.7% of the respondents think the strategy is good one but they are not yet entirely clear about its concrete implications.

Q. Would you get involved in implementing the above-mentioned strategy?



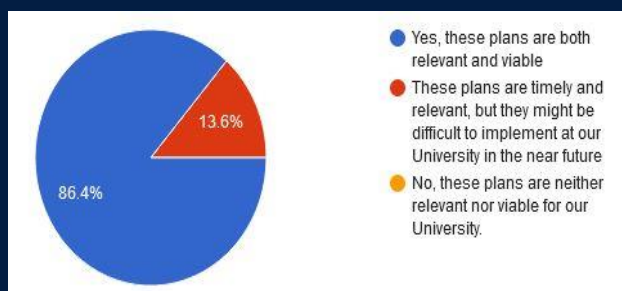
Analysis: 81.8% of the respondents expressed that they would get actively involved in the implementation of this strategy, while 13.6% of the respondents have chosen to adopt a wait-and-see policy. However, one respondent was not aware about the strategy at all.

Q. Do you think that the implementation of the above strategy will impact you and your job positively?



Analysis: 95.5% of the respondents think that the implementation of this project will impact their job positively, while 4.5% of the respondents think that this could have only a limited positive impact.

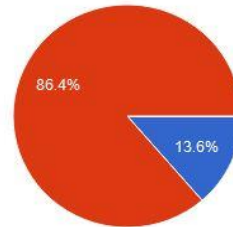
Q. Do you think that the INNOTAL plans for facilitating the uptake of entrepreneurship and innovation training across more disciplines and through extra-curricular activities are viable and relevant at our



University?

Analysis: 86.4% of the respondents have responded positively, while 13.6% felt that this might be difficult to implement at the University in the near future.

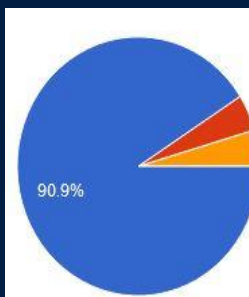
Q. Has the INNOTAL project facilitated the promotion and the acceptance of a more student-centered approach to teaching and learning at our University?



- Yes, it gave impetus to such an approach where it was not sufficiently accepted at our u...
- Yes, it supported already existing efforts to promote student-centred approaches
- No, the INNOTAL project did not help much
- We are not ready to modify the existing teaching and learnin...

Analysis: 86.4% felts that INNOTAL has supported the already existing efforts to promote a student-centered approaches, while 13.6% even felt that it gave impetus to such an approach where it was not sufficiently accepted at the University before.

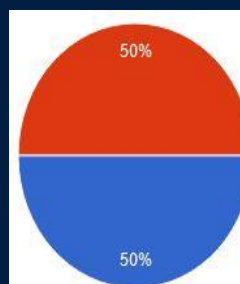
Q. Would you support future efforts to promote even more student participation in University research and innovation projects, if these projects also involve external stakeholders?



- Yes, such efforts would be very beneficial
- This policy would be very positive but is not really viable. Our students do not have the...
- This policy would be very positive but is not really viable. Business, the public sector a...
- Students should focus on learning and compulsory inte...

Analysis: 90.9% of the respondents felt that efforts to promote even more student participation in University research and innovation would be very beneficial. 4.5% felt that this policy would be positive but not viable for the students since they are incapable for engaging in high quality research and innovation. Another 4.5% felt that this policy would be positive but not viable for the business purpose.

Q. In the future, will the INNOTAL project results be sustainable and will they continue to help the University improve the employability of our graduates and our cooperation with business?

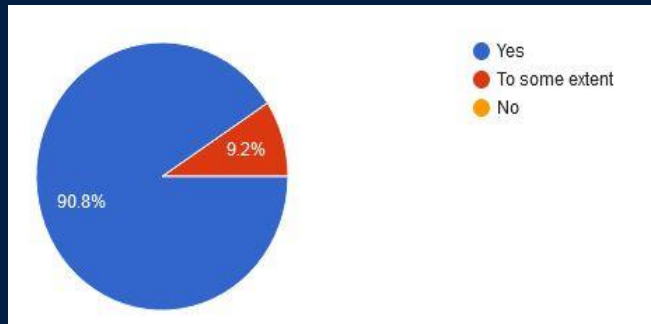


- Yes, the project brought new ideas and created brand new initiatives that are likely to be...
- Yes, the project supported already existing efforts and brought some improvements...
- The results will be somewhat useful, but we still have limited capacity to carry out such acti...
- No

Analysis: In terms of project sustainability, half of the respondents felt that the project brought new ideas and created new initiatives, while another half felt that the project has supported already existing efforts and brought some improvements.

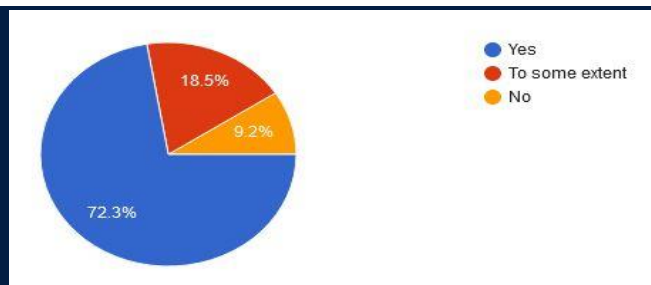
Data analysis based on the responses gathered from students

Q. Do you think the INNOTAL project and the Talent Co-Creation Lab have been important and useful initiatives for students at this university?



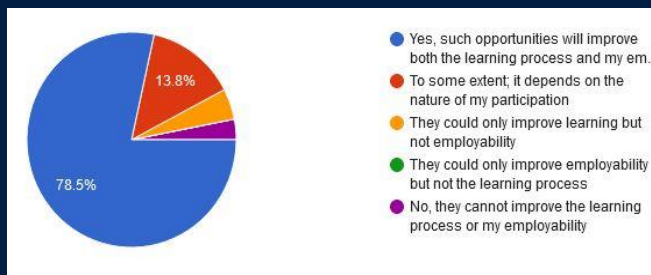
Analysis: 90.8% of the students responded that the INNOTAL Project, which has sponsored the Talent Co-creation Lab, is an important and useful initiative for students. 9.2% of the students responded that it is important and useful “to some extent”.

Q. Did the INNOTAL project and the Talent Co-Creation Lab give you an opportunity to improve your employability or learning?



Analysis: 72.3% of the students have responded that the INNOTAL Project through the Talent Co-creation Lab has created opportunities to improve employability or learning, while 18.5% of the students responded that it has helped “to some extent”. 9.2% of the students have responded in the negative.

Q. Do you think that more opportunities for participation in extra-curricular activities involving industry or the public sector would improve your learning experience at the University or your employability after graduation?

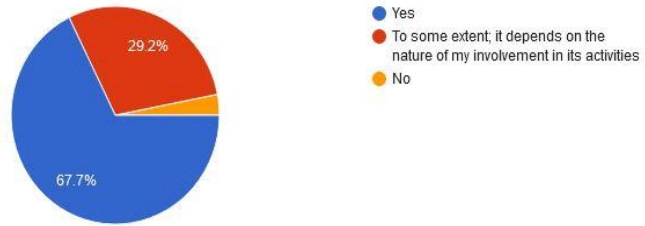


Analysis: 78.5% of the students have responded that such opportunities will improve both the learning process and employability. 13.8% of the students have responded that there is “some” impact. 4.6% have responded that the Talent Co-Creation Lab could improve the learning but not employability, whereas 3.1% have not found the Talent Lab useful either for learning or employability.

Q. Do you think that the

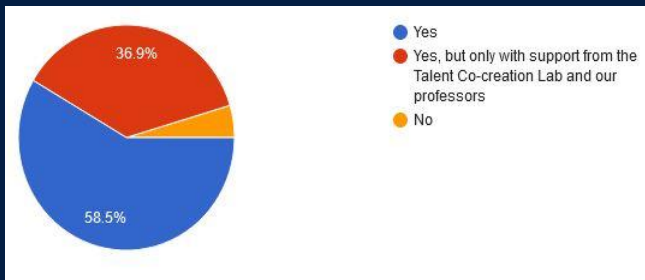


INNOTAL Talent Co-creation Lab can be useful for you?



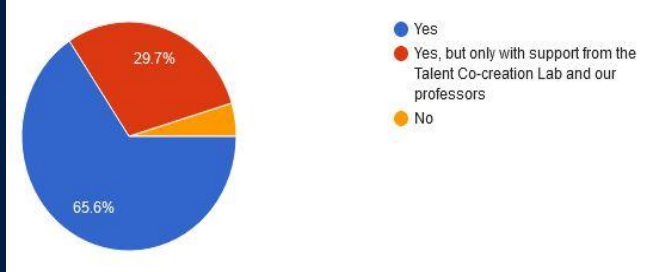
Analysis: 67.7% of students responded positively with regards to the usefulness of the INNOTAL sponsored Talent Co-creation Lab. Further, 29.2% students have responded that “to some extent” it could be helpful. But for 3.1%, that is, 2 students, it is of no use.

Q. Do you feel confident and prepared to become involved in an innovation or research project?



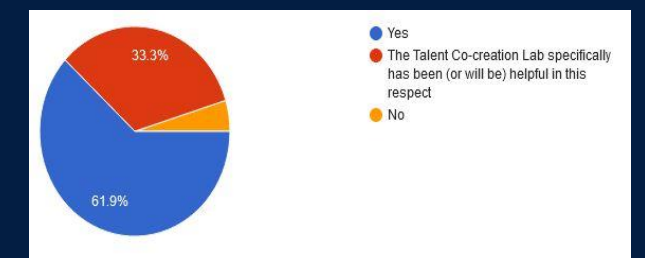
Analysis: 58.5% of the students feel confident and prepared to become involved in an innovation or research project; 36.9% feel confident but only with the support of professors and the Talent Co-creation Lab. However, 4.6% of the students have abstained from expressing their confidence in getting involved in innovation or research projects.

Q. Do you feel confident and prepared to accept challenging tasks related to research and innovation projects proposed by employer organizations?



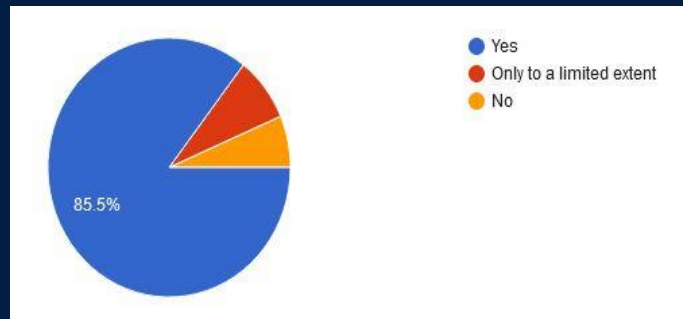
Analysis: 65.6% of the students feel confident and are prepared to accept challenging tasks related to research and innovation projects proposed by employer organization; 29.7% students are of the opinion that with support of professor's guidance and access to the Talent Co-creation Lab they will tackle the challenges. 4.7% have responded that they are not feeling confident at all.

Q. Did INNOTAL project activities make you more confident and prepared to cooperate with employers and to accept challenging tasks related to research and innovation projects?



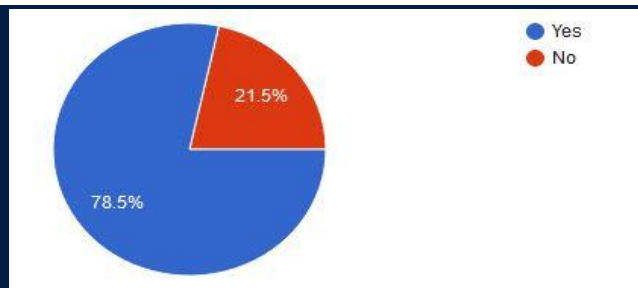
Analysis: 61.9% of the students agree that the INNOTAL project activities made them more confident and helped them in preparing to cooperate with employers and to accept challenging tasks related to research and innovation projects. 33.3% have responded that the Talent Co-creation Lab specifically is helpful for the same. 4.8% have responded negatively.

Q. Do you think that volunteering and community work could improve your skills and employability?



Analysis: 85.5% of the students have responded that volunteering and community work could improve their skills and employability, whereas 8.1% have responded that the impact will be limited. But for 6.5% of the respondents this work has no relevance to their skill enhancement and employability. There appears to be rationale for an awareness raising campaign to explain the link between volunteering and life skills and employability.

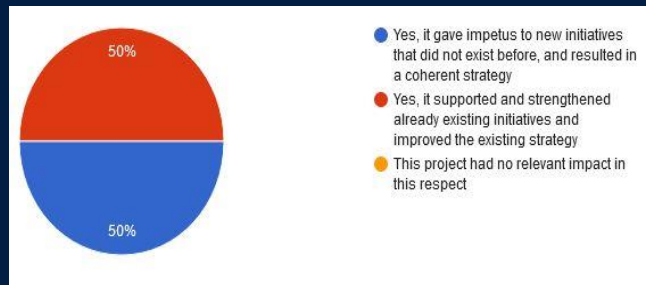
Q. Would you get engaged in volunteering activities?



Analysis: 78.5% of the students would get engaged in volunteering activities, while 21.5% have responded negatively. This is a predicable share in favor of volunteering among students and is a good basis for the further development of the Student Volunteering Center at BAMU.

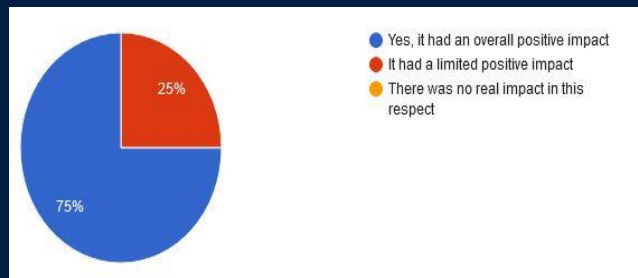
Data analysis based on the responses gathered from faculty members

Q. Do you think that the INNOTAL project activities have contributed to the strategic plans, ability and capacity of our University to guarantee the employability of our graduates?



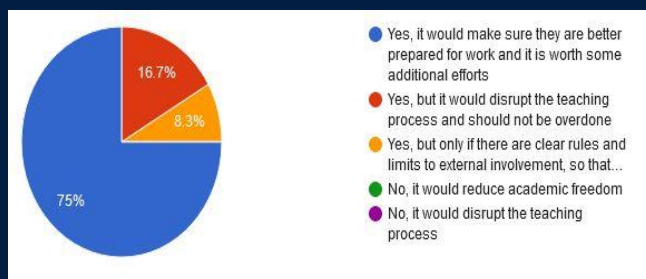
Analysis: Half of the faculty members who responded to the above question think that the INNOTAL project has given impetus to new initiatives that did not exist before and has resulted in a coherent strategy. For the other half, INNOTAL has supported and strengthened already existing initiatives, improved the existing strategic plans, as well as the ability and capacity of the University to guarantee the employability of graduates.

Q. Do you think the INNOTAL project raised awareness and increased the understanding and the willingness of the University to cooperate with external stakeholders in the development of student talent and in the design and delivery of education?



Analysis: 75% of the faculty members think that the INNOTAL project raised awareness and increased the understanding and the willingness of the University to cooperate with external stakeholders in the development of student talent and in the design and delivery of education while 25% of the faculty members think that it is having limited positive impacts

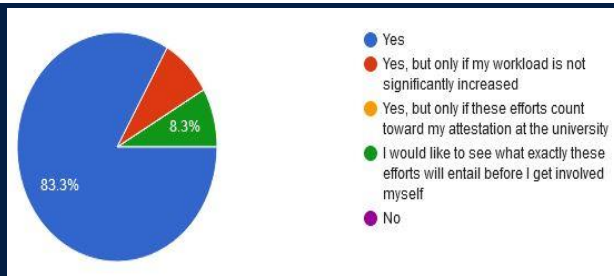
Q. Do you yourself think that involving external stakeholders more actively in the design, delivery and evaluation of study programs and courses or in the development of student talent would be beneficial for your students?



Analysis: 75% of the faculty members think that it is a welcoming gesture where initiatives are taken for involving external stakeholders more actively in the design, delivery and evaluation of

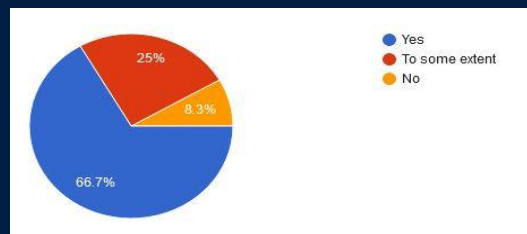
study programs and courses. However, 16.7% think that this would disrupt the teaching process, and 8.3% of the faculty members think that there should be clear rules and limits for external stakeholders' involvement.

Q. Would you be willing to contribute to future University efforts to increase the employability of students and to improve the development of their talent?



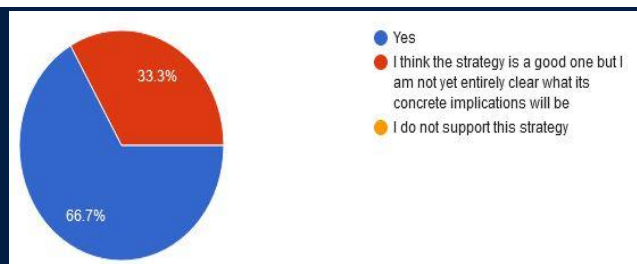
Analysis: 83.3% of the faculty members are willing to contribute to future University efforts to increase the employability of students and to improve the development of student talent. However, 8.3% of the faculty members would like to adopt wait-and-see policy.

Q. Did the INNOTAL project events or results increase your motivation, willingness or ability to contribute to the University's employability strategy?



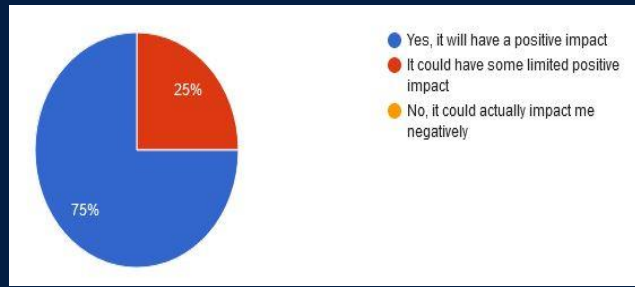
Analysis: 66.7% of the faculty members responded positively, suggesting that INNOTAL project events have increased their motivation, willingness and ability to contribute to the University's employability strategy. 25% of the faculty members are of the opinion that these events have motivated them "to some extent". However, for 8.3% of the respondents, these events have nothing to do with their motivation.

Q. Do you support the INNOTAL project's proposed strategy to embed employability across all institutional activities (curriculum, teaching, research & innovation)?



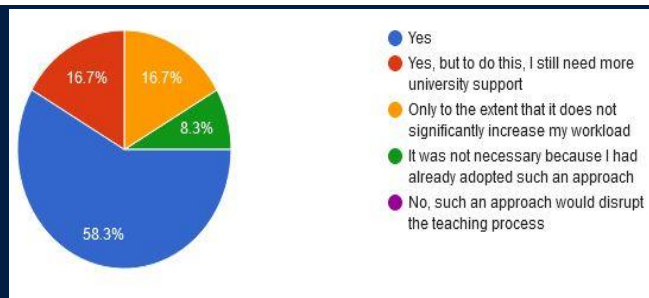
Analysis: 66.7% of the faculty members support the INNOTAL project's proposed strategy to embed employability across all institutional activities; whereas 33.3% faculty members think the strategy is good but they are not entirely clear about the concrete implications. There seems to be a strong rationale for investing more efforts into project dissemination within the university.

Q. Do you think that the implementation of the above strategy will impact you and your job positively?



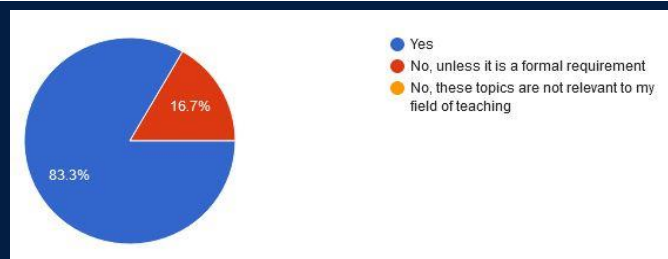
Analysis: 75% of the faculty members think that the implementation of the INNOTAL Project strategy will impact their job positively; while 25% of the faculty members opined that it will have a limited positive impact. It is clear that the overall opinion of the INNOTAL approach is positive, what is needed are more efforts in raising awareness of the concrete results and including more faculty members in sustaining them at BAMU.

Q. Has the INNOTAL project motivated you or helped you to introduce a more student-centred approach in your teaching?

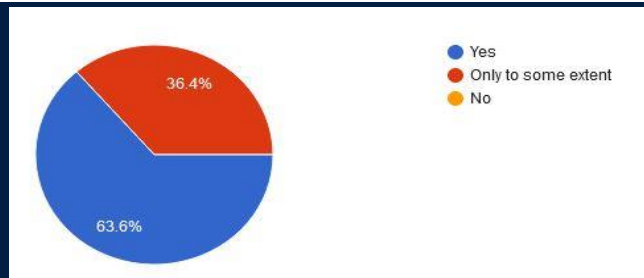


Analysis: 58.3% faculty members responded that the INNOTAL project has motivated them for introducing a more student-centered approach in their teaching. 16.7% responded that despite the efforts of the project, there is need for more university support. For 16.7% of the respondents, the project has provided motivation, but they want to be sure that the new activities do not significantly increase their workload. 8.3% respondents are concerned, they have claimed that they have already adopted such approach. It appears that any weakness of impact in this response is more due to the situation at the University (faculty members overwhelmed with teaching and administrative work) rather than the efforts of the project itself.

Q. Would you be willing to design and deliver innovation and entrepreneurship training in the future?

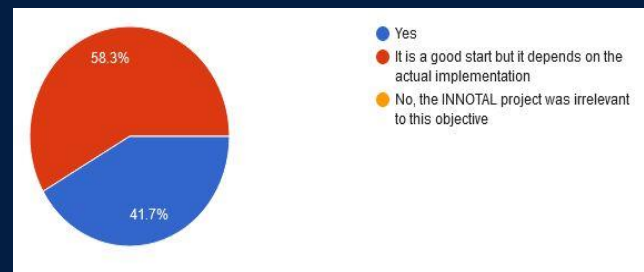


Q. Will the results of the INNOTAL project help you design and deliver innovation and entrepreneurship training in the future?



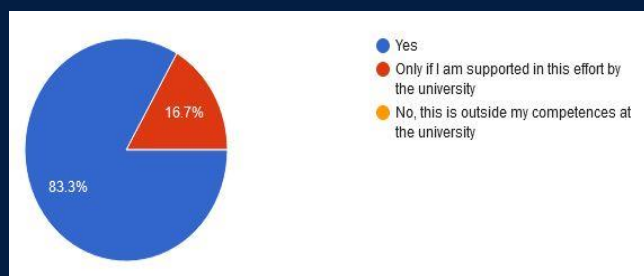
Analysis: The above two questions suggest that there is healthy share of professors who would be willing to include entrepreneurship in teaching. The INNOTAL project has undoubtedly helped. 63.6% of the faculty members think that the results of the INNOTAL project will help them to design and deliver innovation and entrepreneurship training, while 36.4% think that they will do so “to some extent”.

Q. Do you think the results of the INNOTAL project, and in particular the Talent Co-Creation Lab, would strengthen student employability and innovation capacity and would help students get better exposure to external stakeholders?



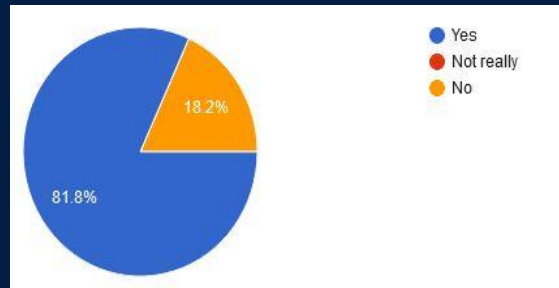
Analysis: 41.7% of the faculty members think that the results of the INNOTAL project and in particular the Talent Co-creation Lab have strengthened students employability and innovation capacity which has helped students for getting better exposure to external stakeholders. However, a larger share of 58.3% thinks that it is a good start but depends on the actual implementation. Clearly, the INNOTAL team needs to focus on sustainability actions and further embedding of the INNOTAL results at BAMU structures and operations.

Q. Would you be willing to organize and facilitate the involvement of your students in live innovation projects and in other forms of collaboration with external stakeholders?



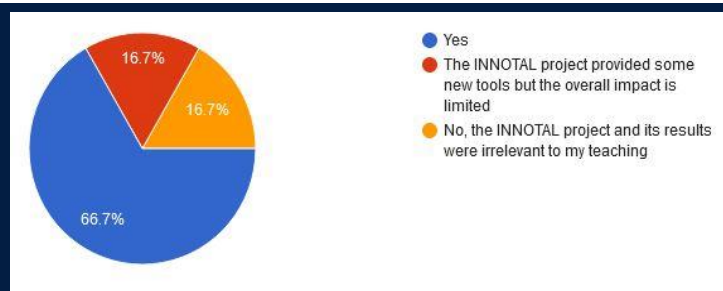
Analysis: 83.3% of faculty members are willing to organize and facilitate the involvement of students in live innovation projects and in other collaboration with external stakeholders. 16.7% of faculty members would do so only if supported by the university. The results call for a stronger dissemination strategy.

Q. Did the INNOTAL project activities and the Talent Co-Creation Lab make you more motivated and prepared to involve students in live innovation projects and in other forms of collaboration with external stakeholders?



Analysis: 81.8% of the faculty members responded that INNOTAL project activities and the Talent Co-creation Lab have made them more motivated and prepared to involve students in live innovation projects and in other forms of collaboration with external stakeholders. 18.2% faculty members have responded in negatively. Again, the results call for a stronger dissemination strategy.

Q. Do you think the results of the INNOTAL project, and in particular the Talent Co-Creation Lab, would make it possible to introduce more innovative teaching methods in your own teaching?



Conclusion

In view of the results, it can be argued that the survey is an eye opener for the University administration to think of added investment in a concrete plan for the better dissemination and sustainability of the Talent Co-creation Lab, the Student's Community Service and Volunteering Center, and all the other INNOTAL outputs. The Lab and the Center have been established as sub-structures in the Innovation and Incubation Center and NSS Department respectively. The dissemination and sustainability tasks should be given to the parent structures.

The findings herein have compelled the stakeholders to introspect and take further concrete steps in the right direction. It is an honest observation that capacity building Projects like INNOTAL are inspiring and provide a solid platform for Indian Universities to think and act out of the box when building up confidence and employability amongst the graduates. India needs more job generators rather than job seekers. Initiatives like INNOTAL will even assist in addressing the challenges faced by startups and their sustainability. In this endeavour, BAMU learnt the benefits of a multi-stakeholder approach and co-creative activities that inspire our graduates to dare taking up the responsibilities when collaborating with both faculty and entrepreneurs, or to even establish their own start-ups. To top it all, exchange of valuable inputs amongst European Union Universities and Asian Universities is a major breakthrough that has been achieved through this project, which is one of the essential components for mitigating regional barriers at global level and shortcomings in education and employability.

