

No. of teachers with Master degrees: _____ Male _____ Female

No. of teachers with Doctorate degrees: _____ Male _____ Female

How often are the teachers trained for their professional development? _____

Section 3: Respondent's Profile

Name of the respondent : _____

Age: _____ Gender: Male Female

Highest completed qualification: _____

Qualification completion year: _____

Year(s) of service at **this** institute only: _____

Total number of year(s) of teaching experience: _____

Respondent's department at the institute: _____

Subjects taught by the respondent: _____

Number of day(s) of in-service training received (in last academic year): _____

Email ID of the respondent: _____

Section 4: Youth-led Changemaking

This questionnaire is aimed at gauging the level of inclusion of 'youth-led changemaking' in the culture and curriculum of your institute. This will only require a couple of minutes.

Note: Tick only one option from the given answers

Are you familiar with the concept of youth-led changemaking? Yes No

If yes, what is youth-led changemaking?

- Protecting young people from problem behavior
- Providing young people with education and skills
- Facilitating young people in social and economic value creation

Section 5: Mapping Youth-led Changemaking

Note: Tick only one option from the given answers

1) Your institute's mission statement includes youth-led changemaking to what extent?

- There is no reference to youth-led changemaking in the institutional mission, vision, goals and strategies.
- There is little reference to youth-led changemaking in the institutional mission or in other institution-wide strategies.
- There is a cosmetic discussion about the need of preparing youth to become changemakers. There is no real commitment, understanding and expertise available to promote the concept of youth-led changemaking in the institution.
- Youth-led changemaking is given importance within the institution. Efforts are made to create local champions to take it forward within the institution.
- Youth-led changemaking is included in the curriculum of various disciplines. It is considered as a top priority and reflected in the mission and vision of the institution.

2) In your opinion, to what extent is your institute's leadership involved in enhancing 'Youth-led changemaking'?

Note: Tick only one option from the given answers

- There is no leadership available within the institution to understand the need and significance of youth-led changemaking for young people.
- There are few individuals available within the institution that have some understanding about the need to start youth-led changemaking projects within the institution.
- Some of the institution's team members act as formal champions but no real action is taken.

- Some of the institution's team members are involved in youth-led changemaking projects with the purpose to build institutional capacity and social capital.
- The VC/Director/Head of the institution acts as a champion for starting and implementing youth-led changemaking projects and courses. All departmental heads have a clear understanding about the need of promoting youth-led changemaking.

3) In your opinion, what is the extent of knowledge/learning regarding youth-led changemaking amongst students and staff members at your institute?

Note: Tick only one option from the given answers

- The staff and students are not aware of the concept of youth-led changemaking.
- A few staff members are familiar to some extent with the concept of youth-led changemaking.
- There are some informal opportunities for staff or students to access professional development and training in youth-led changemaking, but no formal or systematic support.
- There are some formal opportunities for staff or students to access professional development and training in youth-led changemaking.
- Staff and students are encouraged and supported in accessing professional development, training and informal learning to develop their skills and knowledge of youth-led changemaking.

4) In your opinion, what is the level of student's engagement with respect to the concept of youth-led changemaking?

Note: Tick only one option from the given answers

- There are no formal opportunities existing for students to participate in designing and implementation of changemaking projects.
- Very few informal and unplanned opportunities are created for students to participate in volunteer work to support the victims of natural calamities.

- There are some opportunities created by the institution to engage some students but these opportunities are not well coordinated across the institution.
- There is an acceptance at the top level of the institution about the need to start and implement high quality youth-led changemaking programs. A few of the students are engaged however there is need to expand it to all students.
- All the students are provided opportunities to participate in changemaking activities. Students are given credits and rewards for their contributions in building communities by using changemaking abilities.

5) In your opinion, what is the extent of linkages regarding youth-led changemaking in your institute?

Note: Tick only one option from the given answers

- There is no knowledge within the institution about the opportunities available to build local and international partnerships in the field of youth-led changemaking.
- A few of the staff members are aware to some extent about the organizations and programs in the field of youth-led changemaking locally and globally.
- A few of the staff members are provided direct opportunities to participate in activities related to youth-led changemaking.
- Attempts are made from the top level to develop linkages with local and international organizations to start and implement youth-led changemaking projects.
- There are some formal partnerships developed with local, regional and international organizations to advance the agenda of youth-led changemaking within the institution.

6) What is the extent of communication regarding youth-led changemaking opportunities in your institute?

Note: Tick only one option from the given answers

- There is no reference of youth-led changemaking in internal and external communications

- The institution's commitment to youth-led changemaking is rarely featured in internal or external communications
- Youth-led changemaking occasionally features in internal and external communications
- Youth-led changemaking frequently features in internal communications, but rarely as a high profile item or with an emphasis on its strategic importance
- Youth-led changemaking appears prominently in the institution's internal communications; its strategic importance is highlighted, and resources and strategic support have been allocated to sustain this

7) To what extent is Youth-led changemaking part of the curriculum / course(s) being taught at your institute?

Note: Tick only one option from the given answers

- No curriculum is being taught at the institute
- Planning to start a course in youth-led changemaking
- Some meaningful experiential learning opportunities are provided to students through competitions
- There are some courses offered in the field of youth-led changemaking. There is a department, building or incubation center within a institute for the promotion of social entrepreneurship.
- There is a multi-year curriculum path. The institution follows a whole campus approach to promote youth-led changemaking.

8) What is the extent of resources allocated to 'Youth-led changemaking' opportunities in the institute?

Note: Tick only one option from the given answers

- No resources are allocated for the promotion of youth-led changemaking in the institute.

- Planning to start a course or department for the promotion of youth-led changemaking.
- There is at-least one full time staff member working to further youth-led changemaking across the institution
- There are some financial and physical resources available to support youth-led changemaking in the institution.
- There is a robust multi-year funding model to support youth-led changemaking.

9) What is the extent of community engagement for promoting youth-led changemaking carried out by the institute?

Note: Tick only one option from the given answers

- No attempt has been made to assess community need or engage the community at any level.
- Little attempt has been made to assess community need, or to support ‘non-traditional’ groups in engaging with the institution
- Some attempt has been made to analyze community need and interest; and to begin to tackle access issues to open up the institution and its activities to the public
- The institution has committed resources to assessing community need and interests, and to using this insight and feedback to inform its strategy and plans
- The institution has assessed need & committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement.

10) To what extent are the staff members recognized or rewarded for their efforts to enhance youth-led changemaking amongst students and other staff members?

Note: Tick only one option from the given answers

- Staff are not formally rewarded or recognized for their youth-led changemaking activities

- Some departments recognize and reward youth-led changemaking activity on an ad hoc basis.
- The institute is working towards an institution-wide policy for recognizing and rewarding youth-led changemaking activity
- The institute has reviewed its processes, and developed a policy to ensure youth-led changemaking is rewarded & recognized in formal and informal ways

11) What are the teaching methodologies/practices adopted by the teachers to teach the concept of youth-led changemaking at the institute?

Note: Tick only one option from the given answers

- There is no course or content on youth-led changemaking currently being taught at the institute. Hence, there is no teaching methodology in place.
- There is no defined teaching methodology. Teachers use techniques as they see fit.
- Teaching methodology content on youth-led changemaking course(s) exists. However, it is up to the instructor to use it as they see fit.
- Rigorous teaching methodology content exists. Teachers are encouraged to use the techniques. However, the content is explained in theory only. There is no practical application.
- Teachers are made to teach the concept to the students in theory and in practice through different small-scale events/projects. Students are graded according to their contribution to the practical group work.

12) Is there any demand from students to deliver youth-led changemaking opportunities to students?

- Yes
- No
- Don't Know

13) What resources might best develop this new knowledge?

14) What role can the institute play in embedding the field of youth-led changemaking in your institute?

15) What barriers or risks might we face as we try to embed the concept of youth-led changemaking in your institute?

16) Do you have any final thoughts on how to improve the accessibility of youth-led changemaking opportunities to students?

Thank you.