ignou
THE PEOPLE'S
UNIVERSITY

A++ NAAC

RANK 1 nirf
Under OU Category

TEACHERS' FEEDBACK ANALYSIS REPORT (2024-2025)

CENTRE FOR INTERNAL QUALITY ASSURANCE
&
NEP CELL

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
NEW DELHI - 110068

Table of Contents

1. PREAMBLE

The Indira Gandhi National Open University (IGNOU) has established itself as a prominent leader in the field of Open Distance and Digital Learning (ODDL), accredited with A++ grade by NAAC and number one rank, under the Open University category, by NIRF for two consecutive years in 2024 and 2025.

The National Education Policy (NEP) 2020 envisages a transformative shift in the Indian education system and assigns a pivotal role to digital education for enhancing accessibility, equity, and quality. It emphasizes the integration of digital tools and platforms to create a flexible, inclusive, and learner-centric education system and highlights the potential of ODDL in achieving these goals. The rapid growth of information and communication technology (ICT) and the availability of online learning resources make it essential for teachers to access, evaluate, and utilize educational resources in the teaching-learning.

The challenges presented by the pandemic have further enhanced the university's capacity to effectively utilize online platforms. This transition has enabled the institution to sustain its teaching, learning, and student support activities, thereby demonstrating its resilience and commitment to maintaining high standards of educational excellence.

The learning materials, primarily provided as printed Self-Learning Materials (SLM) have been digitised and uploaded in the IGNOU portal eGyanKosh. IGNOU has a state-of-the-art Electronic Media Production Centre (EMPC), digital laboratories, and a Centre for Online Education, along with its own transmission channels, giving it a significant edge over other higher education institutions (HEIs). As the National Coordinator for SWAYAM and SWAYAM PRABHA channels, the University effectively utilizes ICT for developing and hosting Massive Open Online Courses (MOOCs) on SWAYAM. The teachers have developed several online programmes and courses offered on IGNOU LMS. Various audio-video programmes have been developed which are regularly broadcast and telecast on IGNOU GyanDarshan and GyanVani channels. Live counselling is conducted though GyanVani, GyanDhara and SWAYAM PRABHA channels. Online counselling is also provided to the learners from the Headquarters and Regional Centres through various e-platforms and social media.

The IGNOU teachers are proficient in using various media for teaching and curriculum development.

Against this backdrop, a feedback study was designed to capture the perceptions and experiences of IGNOU teachers on the "Integration of ICT in Academic Counselling in ODDL". The objective was to generate evidence that can guide policy and practice for enhancing the quality of ICT-enabled counselling and, ultimately, to strengthen learner support systems across the University.

2. METHODOLOGY

This feedback study employed a structured approach to examine teachers' experiences and perceptions regarding ICT-based academic counselling in the ODDL context. The methodology was designed to systematically capture both quantitative and qualitative insights, enabling a comprehensive understanding of the effectiveness, benefits, and challenges associated with the integration of technology in academic counselling. By targeting faculty across multiple Schools of Studies at IGNOU, the study aimed to reflect a broad spectrum of disciplinary perspectives and practical realities in delivery of ODDL programmes at scale. The subsequent sections outline the study's objectives, target population, data collection tools and procedures, and the analytical techniques employed.

2.1 Objectives

The study aimed to:

- Assess teachers' perceptions of the usefulness and effectiveness of ICT-based academic counselling in ODDL;
- Identify the benefits and challenges experienced by teachers while integrating ICT in counselling; and
- Elicit suggestions from teachers to improve the quality and reach of ICT-enabled counselling sessions.

2.2 Target Group

The population comprised all full-time teaching faculty of IGNOU, including Professors, Associate Professors and Assistant Professors across Schools of Studies. A total of **109 teachers** responded to the survey, representing a wide spectrum of disciplines and Schools, thereby ensuring that the findings reflect the mainstream realities of ODDL delivery at scale.

2.3 Tools & Techniques

Data were collected using a **structured questionnaire** specifically developed for this study (see "Teachers" feedback form). The questionnaire consisted of three sections:

- **Section A – General Information** (gender, age, qualification, discipline, years of service etc.)
- **Section B – Use of ICT Tools in Academic Counselling** (preferred modes, perceived interaction, usefulness, effectiveness of ICT, tools used, benefits, challenges and frequency of sessions).
- **Section C – Suggestions for Improvement** (open-ended comments and recommendations).

The tool included both closed-ended questions (multiple choice and Likert-type) and open-ended items to capture qualitative insights.

2.4 Data Collection

The questionnaire was administered online through a Google Form. A formal invitation was sent by email to all teachers requesting their participation and assuring confidentiality of responses. The survey remained open for a specified period to allow teachers adequate time to respond.

2.5 Data Analysis

The responses were collated electronically and analysed using **both quantitative and qualitative techniques**.

- Quantitative data (frequencies, percentages, cross-tabulations) were used to summarise patterns and trends.
- Qualitative comments were thematically analysed to highlight recurring ideas, challenges and suggestions.

3. RESULT & DISCUSSION

This section presents the findings from the survey of IGNOU teaching faculty regarding academic counselling and ICT integration. It begins with a profile of the respondents to contextualize subsequent insights and then examines faculty perceptions of the usefulness and effectiveness of ICT-enabled academic counselling. The discussion addresses preferred modes of counselling, interaction levels, and perceived benefits, alongside challenges encountered in ICT-based delivery. By combining quantitative trends with qualitative reflections, the section highlights patterns in pedagogical preferences, the role of face-to-face and online modalities, and the opportunities for enhancing teaching–learning through ICT. The findings underscore both the strengths of current practices and areas for targeted improvement, offering evidence-based directions for quality enhancement in open and distance learning contexts.

The diverse and experienced profile of respondents provides a robust foundation for understanding faculty perspectives on academic counselling. With a balance of gender, age, teaching experience, and disciplinary representation, the insights that follow reflect the mainstream realities of teaching and ICT integration across Schools, offering a comprehensive view of both opportunities and challenges in enhancing learner support.

3.1 Profile of Respondents

The respondent cohort is robustly experienced and representative across Schools and disciplines. A slight majority of respondents identified as female, with women constituting 58 of the 109 responses and men 51 (Fig. 1.1), which places gender representation very close to parity. The age profile shows a mature academic community, with the largest group in the 46–55 years band (42 respondents), closely followed by 36–45 years (33), and 56 years and above (29). Only five respondents fell within the 25–35 years band. Qualifications are predominantly doctoral; virtually the entire cohort holds a Ph.D., described with minor

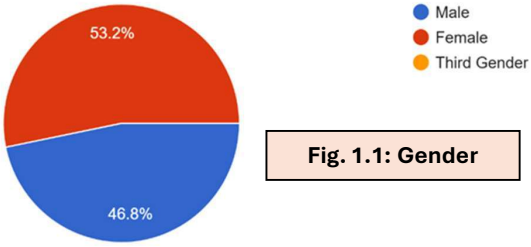

Fig. 1.1: Gender

formatting variations across entries, which is consistent with the typical staffing profile of an open and distance learning (ODL) university's academic ecosystem. Teaching experience within IGNOU is substantial. The most common segment is "less than five years" with 38 respondents (Fig. 1.2), which likely reflects both fresh recruitment and newer appointments who have transitioned from other roles. This is followed by 15–20 years (30), 10–15 years (19), more than 30 years (11), 25–30 years (6) and 20–25 years (5). Taken together, these figures suggest a balanced mix of institutional memory and renewal, a useful blend for implementing quality enhancement in academic counselling and ICT-integrated teaching–learning.

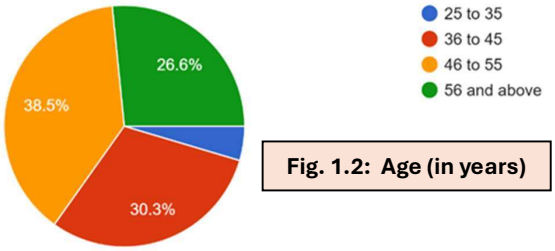

Fig. 1.2: Age (in years)

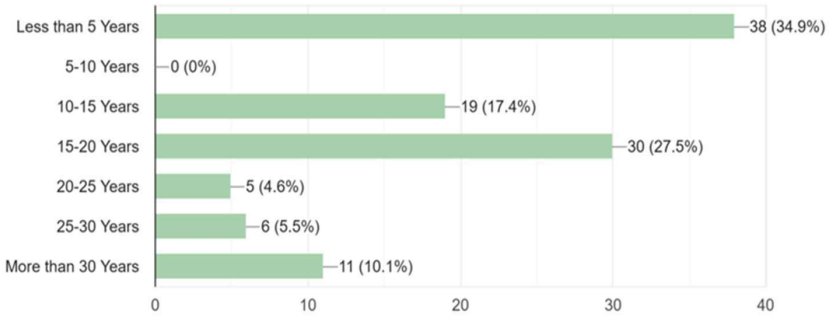

Fig. 1.3: Teachers' Experience in IGNOU (in years)

The disciplinary spread is unusually broad for a single survey, spanning sciences, social sciences, humanities and professional fields such as Social Work, Computer Science, Education, English, Hindi, Psychology, Nursing, Public Administration, Sanskrit, Engineering, Management, Law, Gender and Development Studies, Statistics, and Performing Arts, among many others, with Schools ranging across Sciences, Humanities, Social Sciences, Education, Health Sciences, Engineering and Technology, Gender and Development Studies, Journalism and New Media Studies, Social Work, Agriculture, Foreign Languages, Performing and Visual Arts, Continuing Education, Vocational Education and Training, and others. This diffusion underlines that the findings reflect the mainstream realities of ODDL delivery at scale rather than niche experiences confined to a single programme or School.

3.2 Teacher's Perception of Usefulness and Effectiveness of ICT-based Counselling

Understanding teachers' perceptions is pivotal in evaluating the impact of ICT-based academic counselling in the ODDL context. This subsection examines how faculty view the usefulness, effectiveness, and practical implementation of counselling delivered through digital platforms, alongside traditional modes. It explores preferences for different counselling formats, the quality of interaction they afford, and their role in enhancing knowledge, doubt-clearing, and learner engagement. The analysis also considers the ICT tools most frequently employed, perceived benefits, challenges faced, and recommended frequency of sessions. Together, these insights provide a comprehensive picture of how ICT integration shapes teaching–learning experiences, informs pedagogical strategies, and highlights areas for infrastructure and faculty support to maximize counselling effectiveness in a diverse learner environment.

3.2.1 Preferred mode of academic counselling

When asked which mode of academic counselling is more useful in their subject, respondents overwhelmingly indicated a preference for a face-to-face format when forced to normalize multiple selections, with roughly eight in ten choosing this option. Specifically, once multi-selections were standardised to a single primary choice, about 84% indicated face-to-face as the most useful mode in their subject (Fig. 2.1), around 14% selected online as the primary preference, and very small fractions pointed to radio counselling or teleconferencing.

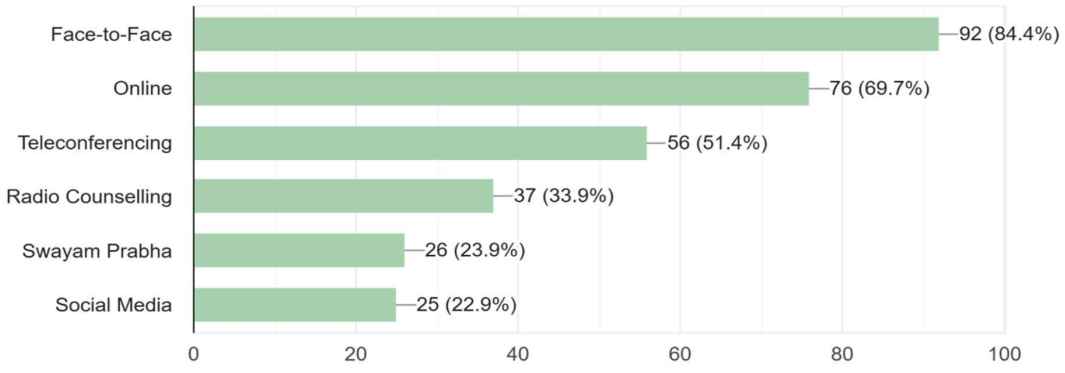

Fig. 2.1: Preferred mode of academic counselling

This pattern is revealing: even as the institution deepens ICT integration, faculty perceive face-to-face counselling as superior in pedagogical richness, particularly for hands-on, skills-heavy

or practice-oriented components. It does not diminish the value of online counselling; rather, it suggests that many teachers view online as a powerful complement that expands reach and flexibility, while face-to-face remains the gold standard for building rapport, reading non-verbal cues, and facilitating nuanced scaffolding in difficult topics. The preference for face-to-face is also consistent with the later qualitative comments that urge a blended approach, where physical sessions are preserved for laboratories, demonstrations, or high-stakes conceptual thresholds, and online sessions are leveraged for orientation, revision, doubt-clearing, and continuity.

3.2.2 Perceived interaction in counselling sessions

Perceptions of interaction during academic counselling are decisively positive. About seventy-two per cent of respondents judged the sessions to provide "a lot" of opportunities for interaction and discussion, while another quarter said "to some extent." Only a negligible slice marked "neutral" (Fig. 2.2).

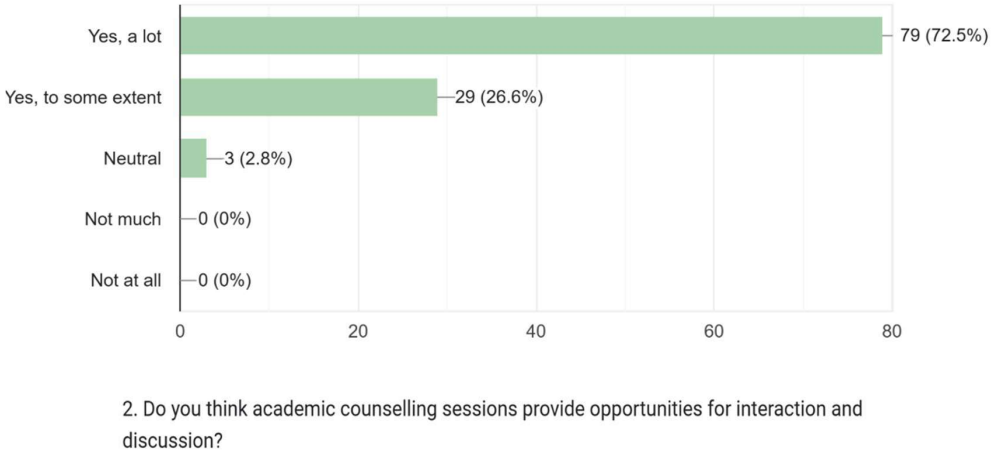

Fig. 2.2: Teachers' perception on interaction in counselling sessions

This pattern indicates that, irrespective of format, teachers feel able to structure sessions in ways that elicit participation. The narrative comments hint at strategies that likely support this perception: advance dissemination of teaching plans and session outlines; use of prompts, polls and live chat; and assigning small tasks that students can prepare using Self-Learning Materials (SLM) beforehand so that the live session is used for discussion and application. In practice, this means interaction is not merely a function of the medium but of session design. Where teachers blend materials, prepare learners with pre-reading, and structure time for Q&A,

interaction thrives in both online and face-to-face environments. The implication for quality enhancement is to capture and share those high-interaction designs through brief faculty development micro-modules and exemplars so that good practice scales quickly across Schools.

3.2.3 Usefulness of academic counselling for knowledge and doubt-clearing

The perceived utility of counselling for enhancing subject knowledge and clarifying doubts is very high. Virtually three-quarters selected "very useful," while roughly another quarter chose "useful," leaving just a handful of neutral or "not very useful" responses (Fig. 2.3). In the large and diverse setting of an ODDL university, this is a strong endorsement of counselling as a crucial academic support function rather than a discretionary add-on.

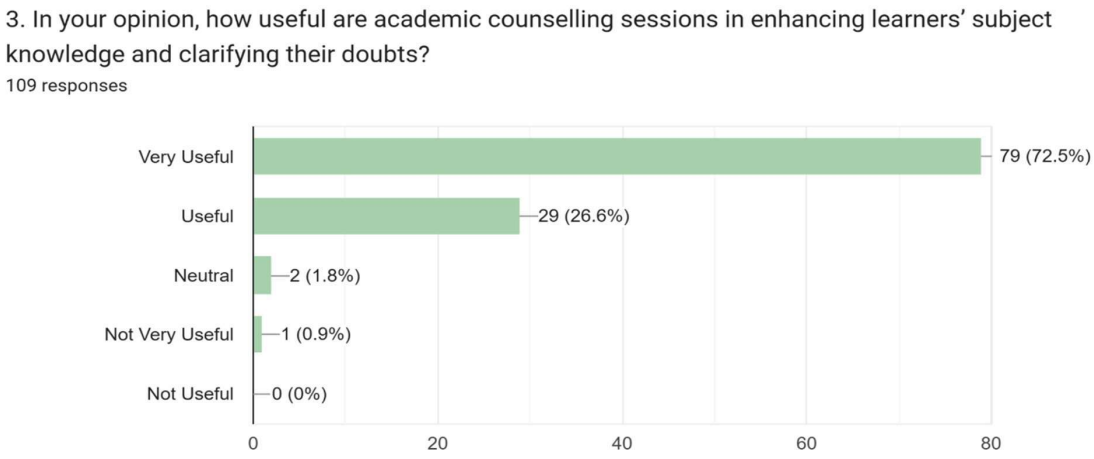

Fig. 2.3: Teachers' opinion on usefulness of academic counselling for knowledge and doubt-clearing

The text responses give colour to this finding. Faculty emphasize that structured counselling can transform SLM engagement from passive reading into an active learning arc. Where learners arrive having reviewed the SLM, the session becomes a forum for sense-making—working through misconceptions, visualizing concepts, and translating theory to practical tasks. Teachers point out, however, that achieving this level of usefulness requires time for academic planning, updated slide decks, and dependable technical support. Without those enabling conditions, usefulness can erode, not because counselling lacks potential, but because execution is uneven. The finding therefore argues for institutionalizing session planning templates, content refresh cycles, and lightweight production support for slides and

visualizations, so that the high perceived value of counselling is consistently delivered week after week.

3.2.4 Effectiveness of ICT integration in teaching–learning

Attitudes to ICT integration are likewise positive but nuanced. A clear majority judged ICT integration "very effective" or "effective," with over half in the strongest category. A small proportion chose "neutral" and only isolated responses marked it as "ineffective" or "very ineffective" (Fig. 2.4). This confirms that the academic community sees ICT as an ally, not a threat, to quality in ODL. Yet the accompanying comments reveal why a minority hesitates. Through the qualitative lens, internet connectivity emerges as a linchpin: when networks are unstable, even well-designed online sessions falter, audio breaks up, demonstrations fail to load, and the dynamic of live interaction is lost.

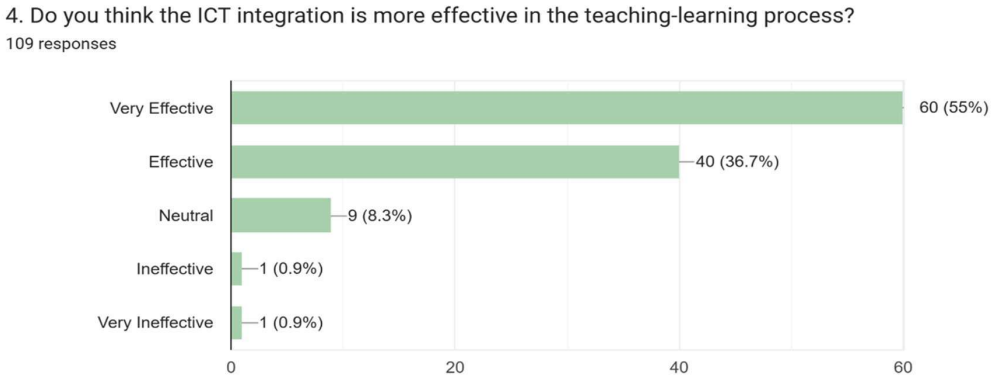

Fig. 2.4: Teachers' perception on e**ffectiveness of ICT integration in teaching–learning**

Several teachers call for reliable high-speed connectivity on campus, better-equipped counselling classrooms, and clear protocols for ICT support over weekends, when many study centres host sessions. Others point to the importance of data security, privacy, and the ability to record and archive sessions in an organised repository for later viewing. The narrative here is not ambivalence about ICT; it is insistence on the enabling infrastructure and processes that translate ICT potential into a consistently effective learner experience.

3.2.5 ICT tools used most often

When asked about tools and platforms, usage concentrates in familiar real-time and near-real-time channels. The three dominant web-conferencing platforms—Google Meet, Zoom, and

Microsoft Teams— are cited most frequently and at similar levels, reflecting pragmatic adoption patterns driven by School-level preferences, session sizes, and familiarity.

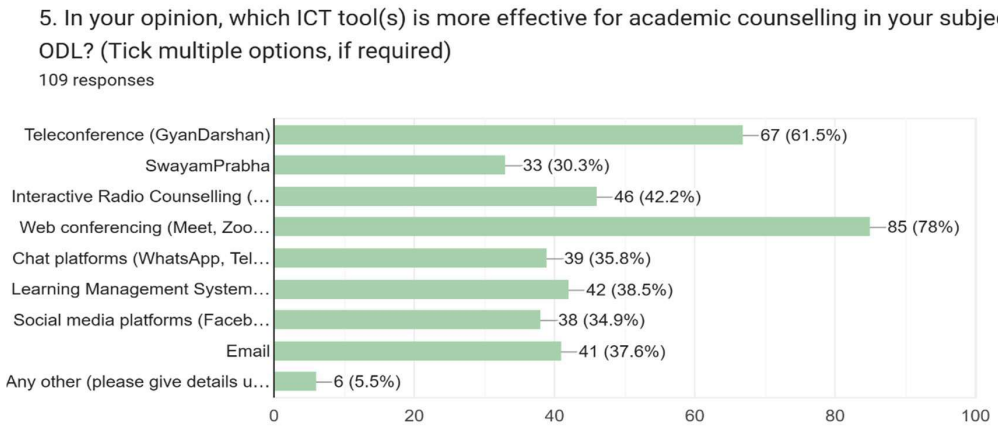

Fig. 2.5: ICT tools used mostly by Teachers

Teachers also report using YouTube, Facebook, WhatsApp and Telegram to extend reach, make quick announcements, host recordings, and field asynchronous queries. Among institutional broadcast and educational channels, GyanDarshan (television) and GyanVani (interactive radio counselling) remain important in the toolbox, a reminder that ODDL in India relies on a multimedia approach to meet learners where they are, including those with limited data access (Fig. 2.5). Learning Management Systems are reported at meaningful levels, and email remains a workhorse for one-to-one follow-ups and scheduling. The practical lesson here is twofold. First, multimodality is not a luxury but a necessity for scale—teachers combine synchronous video meetings with social, broadcast and LMS channels to create multiple touchpoints. Second, standardization and integration would reduce friction: the more these channels can be unified with single-sign-on, consistent calendars, and an official repository that automatically ingests recordings and materials, the less time teachers will expend on logistics and the more they can focus on pedagogy.

3.2.6 Perceived benefits of using ICT in counselling

On perceived benefits, respondents point above all to accessibility and convenience, consistently marking that ICT makes counselling available to more learners, in more places, and often at more flexible times. Improved two-way communication is another widely cited benefit, reflecting the reality that chat, polls, and breakout rooms can draw in students who are shy in a physical classroom (Fig. 2.6). Teachers also link ICT to richer resource sharing—screen-sharing,

quick links to readings, embedded multimedia, and even virtual labs in some disciplines. A recurrent theme is that ICT reduces the sense of isolation that ODDL learners sometimes report; when sessions are frequent, responsive and archived, learners feel supported between assignment deadlines and examinations.

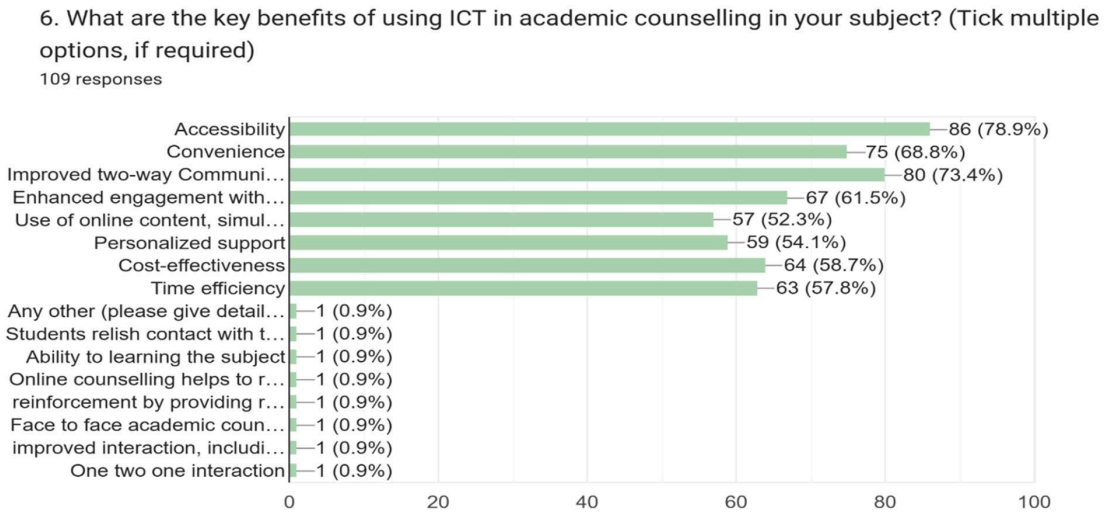

Fig. 2.6: Teachers' perception on benefits of using ICT for academic counselling

Some respondents connect ICT to personalization through analytics and AI-augmented tools, arguing that data on attendance, questions raised, and post-session quiz performance can help counsellors fine-tune subsequent sessions. The thrust of these comments is that ICT is not simply a conduit for the same counselling; it can transform the texture of interaction and the arc of support, provided that the platforms are reliable, usable on low-bandwidth connections, and well-integrated with course pages and SLMs.

3.2.7 Challenges faced in delivering ICT-based counselling

The principal challenge towers above all others: network instability. "Poor internet connectivity" is by far the most cited difficulty, and the phrase recurs with striking frequency across the open-ended comments. Teachers describe situations where campus internet is insufficiently stable or bandwidth-limited, and where learners' home connectivity is equally variable, especially in rural areas. The pedagogical cost of this fragility is clear: disruptions fracture the flow of explanation, real-time demonstrations stall, and learners drift when streams break. The second tier of challenges involves passive participation and variable engagement. Even when sessions run, teachers find that a subset of learners keeps cameras off, refrains from chat, and

consumes the session as a broadcast rather than a dialogue. Data security and confidentiality are mentioned by a meaningful minority, reflecting concerns around platform policies, meeting controls, and the handling of recordings (Fig. 2.7). Resistance to technology among some learners and a smaller subset of teachers appears as another theme, as do gaps in technical skills for moderating large online classes, managing waiting rooms, and troubleshooting audio/video. Time and scheduling frictions also surface: working learners need evening or early-morning slots, while counsellors balance multiple programmes and administrative duties.

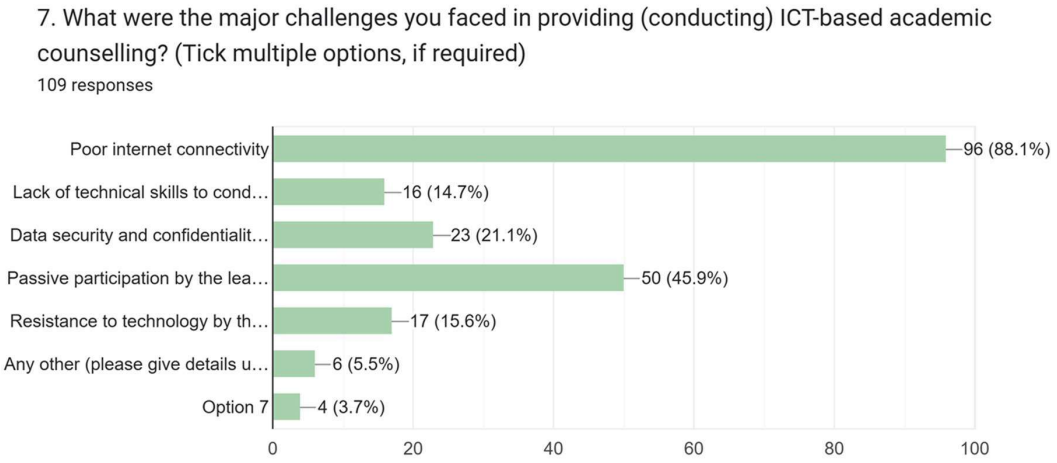

Fig. 2.7: Challenges faced by Teachers in delivering ICT-based

The implication is that a quality push cannot rest solely on exhorting teachers to "use more ICT." It must be matched by visible upgrades to connectivity, a predictable support desk during session hours, micro-credentials for online pedagogy, and thoughtful timetabling that honours the constraints of a working-adult learner base.

3.2.8 Preferred frequency for ICT-based counselling

On frequency, a weekly rhythm commands the strongest support. Roughly two-thirds favour weekly ICT-based sessions, with the remainder split across monthly, occasional, and daily preferences. The weekly cadence is instructive. It aligns with a light but steady mentoring model in ODDL: brief, well-planned touchpoints that monitor progress, address doubt build-up, and maintain momentum between assignment submissions. Daily sessions, while attractive to a minority for short, intensive courses or exam bootcamps, are not seen as sustainable for most disciplines. Monthly or occasional sessions struggle to prevent issues from compounding (Fig. 2.8).

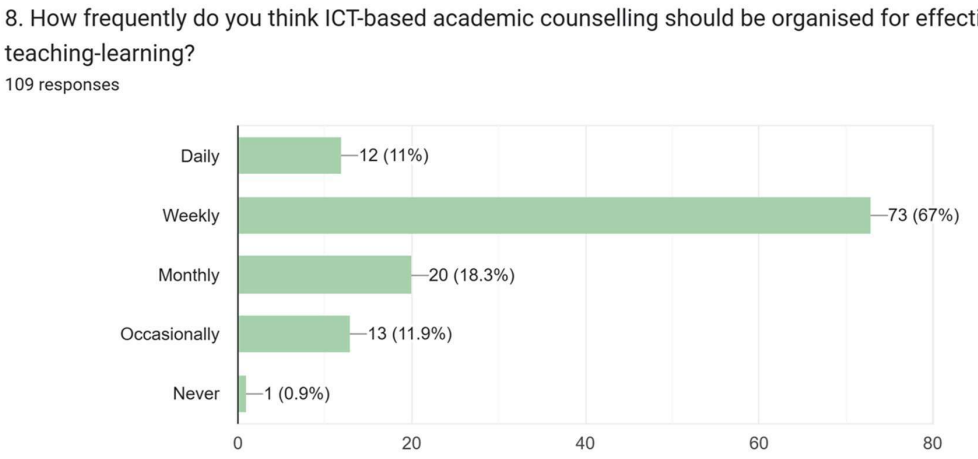

Fig. 2.8: Challenges faced by Teachers in delivering ICT-based

Taken together with the strong endorsement of usefulness and interaction, the weekly preference suggests a pragmatic formula: a predictable weekly ICT session complemented by periodic face-to-face blocks for labs, practicums or capstone activities. Such an arrangement would support continuity without overwhelming either counsellors or learners.

3.3 Suggestions to Improve the Quality of Online Academic Counselling

The improvement suggestions are remarkably consistent across Schools and mirror the challenges recorded earlier, but they go further by offering actionable ideas. The most common request is to fix the basics: ensure high-speed, uninterrupted internet connectivity on campus and at designated counselling classrooms; equip each School with at least one ICT-ready space with reliable audio, video and lighting; and maintain a trained technician or helpdesk coverage during counselling hours, including weekends. Teachers emphasize the value of a structured schedule publicized well in advance, ideally integrated into a central calendar and mirrored on programme pages and messaging channels. They recommend disseminating session links through bulk email and WhatsApp broadcasts, and repeatedly ask for an easy, stable method to record and store sessions in a central repository, organized by programme, course, date and topic. Many respondents advocate for mandatory orientations for learners on how to use the platforms, navigate LMS pages, and prepare for sessions by reviewing SLM units. This extends to multilingual support so that learners can access instructions and summaries in their preferred language.

Another cluster of suggestions targets the pedagogy of online counselling. Faculty call for short refresher programmes that spotlight interactive practices—using polls, prompts, digital whiteboards, breakout rooms for case discussions, and "flipped classroom" structures where short pre-reads or micro-videos precede the live session. For skill-based or practice-heavy programmes, teachers favour a blended split that retains a majority of face-to-face time while reserving online sessions for briefings, debriefings, and conceptual consolidation. Colleagues in Music, Engineering and laboratory sciences point specifically to virtual labs and demonstrations as helpful supplements but not substitutes for in-person practice. Several suggestions concern integrating counselling with the University's digital ecosystem. Faculty propose seamless hooks into the LMS so that a learner sees session schedules, links, slides and recordings on the course page alongside SLM units and assignments; they recommend simple analytics that show who attended, what questions dominated, and which parts of the SLM appear to generate recurring doubt. A number of respondents propose AI-supported tools—chatbots for frequently asked questions, summarizers that produce brief post-session notes, and early-warning flags for learners who miss successive sessions. Across the suggestions is a quiet insistence on professionalizing the enterprise: count online counselling hours toward workload and credit them explicitly; issue concise guidelines for data security and consent around recordings; and build a culture where timely feedback from learners drives continuous improvement.

The free-text comments reinforce the analysis above while adding important nuance. A recurrent refrain is that "internet, internet, internet" remains the decisive bottleneck, and that as long as connectivity is unreliable, the promise of ICT cannot be fully realised. Several teachers stress that the broader teaching–learning ecosystem must be strengthened: student support at study centres, clear communication channels, and prompt administrative responses around results and assignment status. There is a call for continuous professional development on ICT pedagogy, not as one-off workshops but as short, regular micro-sessions that faculty can actually use. Some respondents caution against seeing ICT as a wholesale replacement for face-to-face counselling; rather, they argue that theory-oriented topics adapt well to online sessions, while lab-based, practicum-heavy and performance-based components need the affordances of physical presence. Others point out the need to cultivate learner engagement in online spaces, perhaps by nominating class monitors and mentors, building course-specific discussion forums, and making counselling more interactive with project-based tasks,

presentations and creative formats such as short plays or role-plays where appropriate. A few comments propose innovations like integrating programme-specific YouTube and Facebook channels, or exploring mobile-first designs so that learners with basic smartphones can participate effectively without heavy data consumption. There are also reflections about inclusivity, ensuring accessibility features, using regional languages where possible, and offering alternative, low-bandwidth pathways so that learners in connectivity-constrained regions are not left behind.

Cross-cutting interpretation

Synthesising the eight core questions and the qualitative corpus yields a coherent narrative of strengths and priorities. The data shows that academic counselling is widely perceived as highly useful and interactive. Teachers are not divided about whether counselling matters; they are united in wanting to do more of it, and to do it better. ICT integration is welcomed as effective, with a large majority endorsing its value, but its effectiveness is conditional on enabling infrastructure and well-designed pedagogy. The preferred frequency of weekly sessions pairs naturally with the suggestion of a blended model, reserving face-to-face sessions for activities whose learning outcomes depend on physical presence, while using online time to sustain momentum, normalize doubt-clearing, and keep learners connected to the programme community. The most common tools are already in widespread use, which is an advantage: change management is not about introducing exotic platforms but about standardizing, integrating and supporting the ones teachers and learners already know. The biggest challenges are well understood i.e. connectivity, engagement, scheduling, security, and uneven digital fluency, and the improvement ideas address them directly.

4. RECOMMENDATIONS

The first recommendation is infrastructural and non-negotiable: ensure stable, high-bandwidth connectivity in dedicated counselling spaces across Schools, with basic audiovisual kits and a documented support workflow. The second is design and planning: institutionalize a weekly counselling rhythm for each course, published on a central calendar and mirrored on course pages and messaging channels, with clear teaching plans so that learners arrive prepared. The third is integration: connect the session lifecycle to the LMS so that links, slides, reading lists, recordings and post-session summaries sit together with SLM units and assignments, and are

automatically archived for later viewing. The fourth is capacity-building: adopt a micro-learning strategy for counsellor development, short, focused, practice-oriented sessions on interactive online teaching, moderation at scale, low-bandwidth workarounds, and privacy-respecting recording practices. The fifth is engagement: design sessions with simple, repeatable interaction patterns, an opening poll to surface prior knowledge, a mid-session problem that learners attempt in pairs or small groups, and a closing reflection or one-minute paper submitted via chat or form, so that "passive attendance" becomes structurally difficult. The sixth is inclusion: offer bilingual instructions, low-bandwidth options, and accessible formats so that ICT benefits extend to all learner segments, including those in connectivity-constrained areas and those requiring assistive technologies. Finally, the University should explicitly recognise online counselling effort in workload models and create a light, faculty-friendly rubric for quality assurance that rewards well-planned, interactive sessions.

5. CONCLUSION

The evidence from this survey presents a pragmatic and encouraging picture. Faculty value academic counselling and judge it to be both interactive and profoundly useful for learning. They also value ICT for the access, continuity, and interactivity it affords, while being candid about the preconditions for its success. The pattern of responses points to a sensible path forward: invest first in the reliability of the system (connectivity, spaces, support, and schedules) and then in the craft of online pedagogy and integration so that counselling becomes a predictable, high-quality part of every course. With these enablers in place, a weekly online rhythm complemented by program-appropriate face-to-face components would turn the strong attitudes recorded in this dataset into a consistently excellent learner experience.

Dear Teacher,

As you are aware, the **National Education Policy (NEP) 2020** envisions a transformative shift in the education system, with **digital education** playing a crucial role in enhancing accessibility, equity, and quality. Recognizing the potential of technology in learning, NEP 2020 emphasizes the integration of digital tools and platforms to create a **flexible, inclusive, and learner-centric** education system. Addressing the **digital divide**, NEP 2020 advocates for the development of **digital infrastructure, e-content, and teacher training** in online pedagogy. The policy underscores the role of **Open and Distance Learning (ODL)** in expanding educational opportunities, in which IGNOU **plays a pivotal role in implementing digital education strategies**.

Against this backdrop, the feedback tool has been prepared on the theme **"Integration of ICT in Academic Counselling in Open and Distance Learning (ODL)"** to obtain your views. **You are requested to kindly spare 10-15 minutes of your valuable time for filling up the feedback form given below.** Your responses will help improve the effectiveness of ICT-enabled counselling and will be kept confidential.

Section A: General Information

1. Name: _____

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

3. Age Group (in years): (Please √) 1) 25 to 35 2) 36 to 45 3) 46 to 55 4) 56 and above

4. Highest Educational Qualification**:** _____

5. Discipline: _____

6. Name of School/Institute: _____

7. Total experience in IGNOU (in years): _____

Section B: Use of ICT Tools in Academic Counselling

8. Which mode of academic counselling you think is more useful in your subject: (Tick multiple options, if required)
☐ Face-to-Face ☐ Online ☐ Teleconferencing ☐ Radio Counselling ☐ Swayam Prabha ☐ Social Media

9. Do you think academic counselling sessions provide opportunities for interaction and discussion?
☐ Yes, a lot ☐ Yes, to some extent ☐ Neutral ☐ No, not much ☐ No, not at all

10. In your opinion how useful are academic counselling sessions in enhancing learners' subject knowledge and clarifying their doubts?
☐ Very Useful ☐ Useful ☐ Neutral ☐ Not Very Useful ☐ Not Useful

11. Do you think the ICT integration is more effective in the teaching-learning process?
☐ Very Effective ☐ Effective ☐ Neutral ☐ Ineffective ☐ Very Ineffective

12. In your opinion, which ICT tool(s) is more effective for academic counselling in your subject in ODL? (Tick multiple options, if required)
☐ Teleconference (GyanDarshan)
☐ SwayamPrabha
☐ Interactive Radio Counselling (GyanVani)
☐ Web conferencing (Zoom, Teams, etc.)
☐ Chat platforms (WhatsApp, Telegram, etc.)
☐ Learning Management Systems (LMS)
☐ Social media platforms (Facebook, YouTube, etc)
☐ Email
☐ Any other (please specify) _____

13. What are the key benefits of using ICT in academic counselling in your subject? (Tick multiple options, if required)
☐ Accessibility
☐ Convenience
☐ Improved two-way Communication
☐ Enhanced engagement with the course content
☐ Use of online content, simulations and other online teaching/learning tools
☐ Personalized support
☐ Cost-effectiveness
☐ Time efficiency
☐ Any other (please specify) _____

14. What were the major challenges you faced in providing (conducting) ICT-based academic counselling? (Tick multiple options, if required)
☐ Poor internet connectivity
☐ Lack of technical skills to conduct the session
☐ Data security and confidentiality concerns
☐ Passive participation by the learners
☐ Resistance to technology by the learners
☐ Any other (please specify) _____

15. How frequently you think ICT-based academic counselling should be organised for effective teaching-learning?
☐ Daily ☐ Weekly ☐ Monthly ☐ Occasionally ☐ Never

Section C: Suggestions for Improvement

16. What improvements would you suggest to enhance the effectiveness of ICT-based academic counselling in ODL?

---

17. Any additional comments:

Thank you for your valuable feedback!

Prepared & Designed by

Prof. Vijayakumar P
Director, CIQA

Dr. Navita Abrol,
Deputy Director, CIQA

Prof. Manjulika Srivastava,
OSD, CIQA

Dr S K Pulist,
Additional Director, CIQA

CENTRE FOR INTERNAL QUALITY ASSURANCE
&
NEP CELL

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
NEW DELHI - 110068