ACADEMICS' FEEDBACK ANALYSIS REPORT (2024-2025)

CENTRE FOR INTERNAL QUALITY ASSURANCE
&
NEP CELL

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
NEW DELHI - 110068

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1. PREAMBLE

In alignment with the mandate of Indira Gandhi National Open University (IGNOU) to democratise higher education through Open and Distance and Digital Learning (ODDL) modes, the integration of Information and Communication Technology (ICT) in academic counselling has become increasingly significant.

IGNOU provides academic counselling to its learners through multiple channels which also includes limited face-to-face sessions at its Learner Support Centres (LSCs), Programme Study Centres, and educational broadcast and telecast through television and radio channels. The face-to-face academic counselling sessions are organized for both theory and practical courses at LSCs which are monitored by the academics at the Regional Centres. The other channels used by the University for providing academic counselling services to its learners are: GyanDarshan (TV channel) used for telecasting video programmes and also live interactive sessions (Teleconferencing); GyanVani (radio channel) used for broadcasting audio programmes and also for live interactive radio counselling; online web-based audio counselling through GyanDhara; and a Web Enabled Academic Support available on the IGNOU website. Since the past few years, IGNOU teachers working at the Schools of Studies at the HQs; and the academic counsellors attached to IGNOU Learner Support Centres, have engaged in counselling the IGNOU learners mainly using digital media including web conferencing through various apps such as: Zoom, Cisco WebEx, Google Meet, Skype, YouTube, Facebook Live, etc. SWAYAM PRABHA channels are used for providing online counselling in 13 regional languages, besides Hindi and English.

The National Education Policy (NEP) 2020 also emphasises the transformative potential of ICT in enhancing accessibility, flexibility, and quality in higher education. In this context, CIQA initiated an academic feedback exercise in the academic year 2024-2025, to understand the perceptions, experiences, and challenges of its academic community *viz.* its teachers, academics and academic counsellors regarding ICT-enabled counselling. The knowledge gained from this exercise is meant to shape institutional strategies, improve learner support networks, and encourage creativity in the application of technology for learner engagement and academic counselling.

This Report focuses on the feedback obtained from the academics of the University. A total of 91 academics provided feedback. The responses represent a diverse cross-section of job profile, area of work, and experience levels within IGNOU. Their collective insights reveal both the achievements and challenges in ICT-enabled counselling and suggest practical improvements for future directions. This report provides a question-wise analysis of the responses, synthesising quantitative patterns with qualitative reflections, to present a holistic picture of the academic community's views.

2. METHODOLOGY

The survey method was adopted for this study. A structured approach was followed, encompassing clearly defined objectives, an identified target group, and the use of appropriate tools and techniques for data collection and analysis. The process combined quantitative and qualitative dimensions to ensure both statistical rigor and contextual depth. A structured questionnaire was designed to systematically capture the perceptions of academics on the use of ICT in academic counselling and to generate evidence-based insights for strengthening learner support in the ODDL system.

2.1 Objectives

The primary objectives of this feedback study were to:

- Capture the perceptions of academics on the usefulness and effectiveness of ICT in academic counselling;
- Identify the challenges faced in the design and delivery of ICT-enabled counselling;
- Assess the benefits and limitations of ICT tools from the perspective of academics; and
- Generate evidence-based suggestions for improving the quality and effectiveness of ICT-based counselling in ODDL.

2.2 Target Group

The academics from different Centres, Divisions, Units, Cells and Regional Centres (RCs) of IGNOU were the target group for the study. Respondents included University's academic staff i.e. Additional Directors, Deputy Directors and Assistant Directors at HQs; Regional Directors, Additional Directors, Deputy Directors, Assistant Regional Directors at RCs who are directly or indirectly engaged in learner support services. The group represented a diverse cross-section of disciplines, experience levels, and functional roles, ensuring that the feedback captured reflected institutional perspectives across multiple dimensions.

2.3 Tools & Techniques

The feedback study adopted a structured **survey method** using a pre-designed questionnaire (Academic Feedback Form 2024–25). The questionnaire included both **closed-ended and open-ended questions**, enabling i) quantitative assessment of trends and ii) qualitative insights into experiences and suggestions. Figures and graphs were generated to illustrate response patterns which were supported by literature references to strengthen the interpretation.

2.4 Data Collection

The data were collected through a **Google Form**, which was circulated among academics of the University. The digital format ensured ease of access, wider reach, and systematic recording of responses. A total of **91 responses** were received which were considered for this analysis.

2.5 Data Analysis

The responses were analysed using **descriptive statistics** (percentages, frequencies, and charts) to highlight patterns and trends in academic perceptions. Quantitative findings were supplemented with **qualitative reflections** provided through open-ended responses. The analysis synthesised both dimensions to present a holistic understanding of the effectiveness, challenges, and future directions of ICT-enabled academic counselling. The findings were further corroborated with existing research studies to situate the outcomes in broader scholarly and policy contexts.

3. RESULT AND DISCUSSION

This section presents the results of the survey and provides a discussion on the key findings of the study in relation to the existing literature. The analysis focuses on understanding academics' perceptions of the usefulness and effectiveness of ICT-based counselling in Open and Distance Learning (ODL) settings. The findings are structured around the demographic profile of respondents and their views on the effectiveness, challenges, and benefits of ICT tools in supporting learners.

3.1 Profile of Respondents

Before examining perceptions of ICT-based counselling, it is essential to understand the demographic and professional profile of the academics who participated in the survey. Their age, gender, and experience distribution provide important context for interpreting the results, as these factors can shape perspectives on ICT adoption in academic counselling.

The feedback was obtained from academics representing different, Divisions, Units, Centres, Cells and Regional Centres. Respondents included academics posted at the Headquarters and Regional Centres. The diversity of responses across regions indicates that the findings are not limited to one area but reflect a comprehensive institutional perspective.

As many as 91 academics responded to the survey. The majority of academics were **male (67%),** with females making up the remaining 33%. There were no academics from the "Third Gender" category (Fig. 1.1).

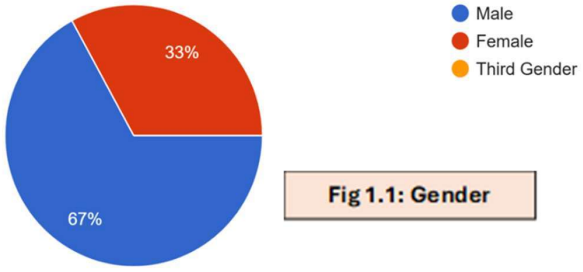

Fig 1.1: Gender

The age group-wise analysis revealed that over half of the academics were in the **46 to 55 years age group (51.6%)**, followed by those aged 56 and above (24.2%) (Fig. 1.2).

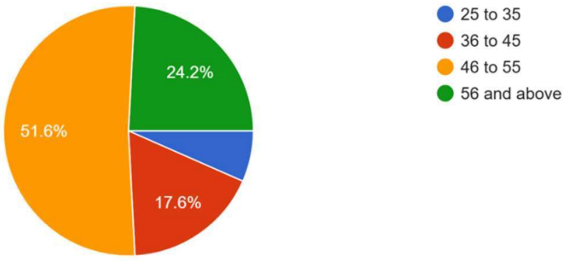

Fig 1.2: Age (in years)

The participants had a varied experience in terms of number of years of service. The analysis showed that almost half of the participants had between **10 to 15 years of experience (47.3%)** at IGNOU. As many as 25.3% academics had less than 5 years of experience, while 14.3% participants had 15 to 20 years of experience (Fig. 1.3).

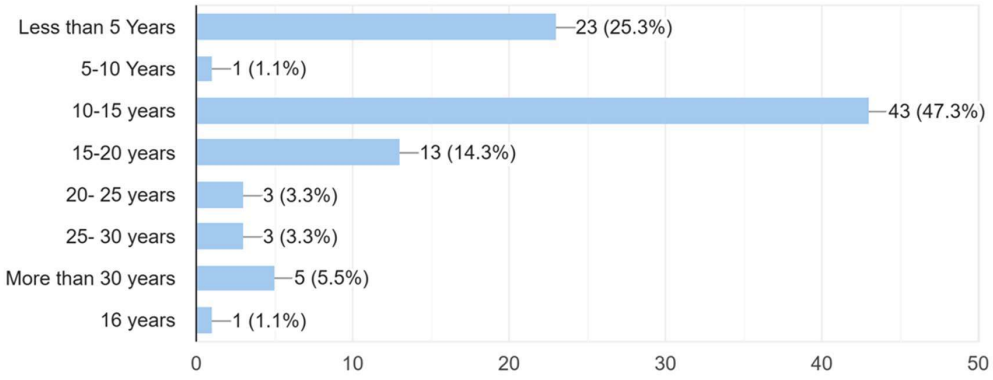

Fig. 1.3: Experience in IGNOU (in years)

The profile highlights that the academic group is mature and experienced, with the majority being mid-to-senior level academics. This demographic distribution suggests that perceptions are grounded in long-standing engagement with ODL systems, lending credibility to the findings. However, the relatively lower representation of younger academics indicates the need for greater involvement of early-career

academics, who may bring more openness to experimenting with innovative ICT tools. Gender imbalance is also noteworthy, pointing toward an area where further inclusivity can be encouraged in future studies.

The demographic data of the respondents indicates a seasoned academic workforce, which may influence perceptions of ICT-based counselling. Wells (2021) observed that experienced educators are more likely to perceive technology-based counselling as effective due to their familiarity with traditional methods and the integration of new technologies. However, the underrepresentation of younger academics highlights the need for inclusive strategies to engage all age groups in ICT adoption.

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

Building on the respondent-profile, this section presents academics' perceptions of ICT-based counselling. The focus is on evaluating overall effectiveness, identifying preferred tools, and analysing the extent to which ICT enhances learner support.

3.2.1 Perception of Overall Effectiveness of ICT Tools for Academic counselling

The first step in assessing the views of the respondents was to understand their overall perception of ICT effectiveness in counselling and learner support. This subsection highlights the general level of acceptance and confidence of the participants in ICT-enabled practices. The vast majority of academics considered ICT tools to be effective for academic counselling. Over 93% of academics rated ICT tools as either "Effective" (42.9%) or "Very Effective" (50.5%) while supporting academic counselling in (ODDL) institutions. A similar finding was reported for delivering support directly to learners, with 91.3% of academics finding them "Effective" (42.9%) or "Very Effective" (48.4%) (Fig. 2.1).

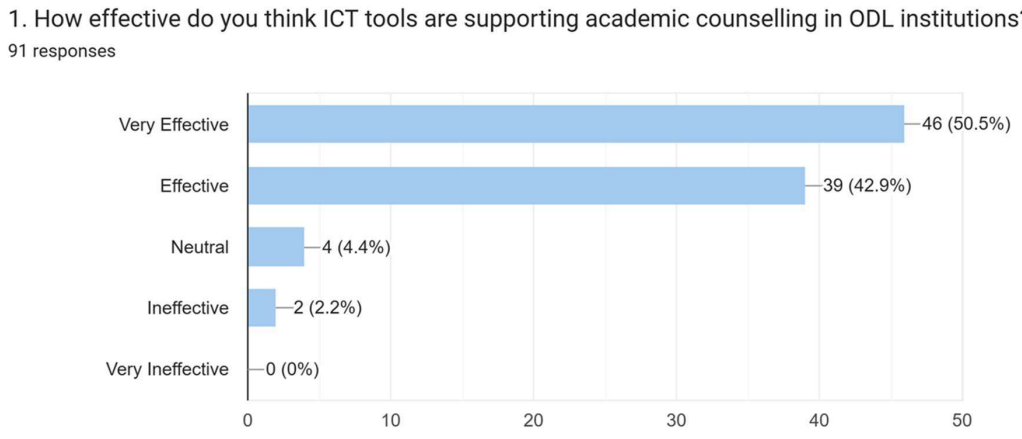

Fig. 2.1: Academics' perception on Overall Effectiveness of ICT tools

The overwhelmingly positive response from the participants underscores the recognition of ICT as a reliable enabler of learner support in ODL. The convergence of opinions about ICT's effectiveness both for academic counselling and direct learner support reflects a strong institutional shift toward digital adoption. Yet, the small minority of academics who did not find ICT effective for academic counselling may represent groups struggling with access, training, or adaptability, highlighting areas for targeted capacity building.

The positive perception as expressed by the participants in this study aligns with findings from Muhammad (2024), who concluded that technology enhances educational counselling services, particularly in mental health and career counselling. However, he emphasised that the challenges such as digital literacy and access disparities must be addressed to ensure equitable implementation.

3.2.2 Perception on Most Effective ICT Tool among available tools

Beyond overall effectiveness, it is important to examine which tools are most preferred by academics for academic counselling. This subsection identifies specific ICT platforms preferred by the participants for counselling and provides insights into the types of engagement academics find most impactful.

Out of the total 91 academics, the majority (87.9%) of participants preferred web-conferencing platforms such as Google Meet, Zoom and Microsoft Teams as tools for academic counselling (Fig 2.2). This was followed by social media platforms such as Facebook and Instagram (68.1%). Swayam Prabha was identified as an effective medium for counselling by 50.5% participants, while teleconferencing services such as GyanDarshan were preferred by 49.5% of the academics (Fig. 2.2).

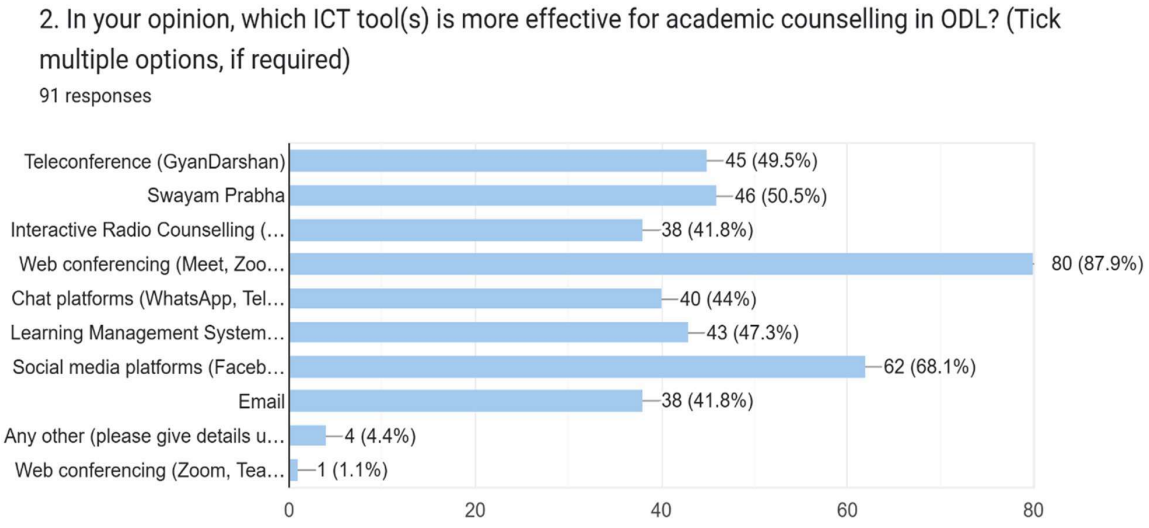

Fig. 2.2: Academics' Perception on most effective ICT Tools

The results indicate that interactive and real-time platforms dominate preferences, signalling the importance of synchronous engagement of learners in counselling. The considerable reliance on social media also reveals the blending of formal and informal spaces for academic purposes, particularly for outreach and learner engagement. The moderate preference for Swayam Prabha and GyanDarshan suggests that while broadcast models retain relevance, they may be less effective than interactive technologies in fostering active learner participation. There is a need to devise innovative ways of their use in teaching and learning process and make them more relevant.

The preference for synchronous tools like web-conferencing is consistent with findings by Wells (2021), who noted that real-time interaction is crucial for effective counselling in ODL environments. To him, the use of social media platforms reflects a trend towards integrating informal communication channels in academic support.

3.2.3 Perception on Effectiveness of ICT Tools for Academic Support

While responses of the participants as discussed in the previous section highlight their preferences of ICT tools, this subsection explores perceptions of ICT's broader effectiveness in academic support, focusing on learner engagement, satisfaction, and performance.

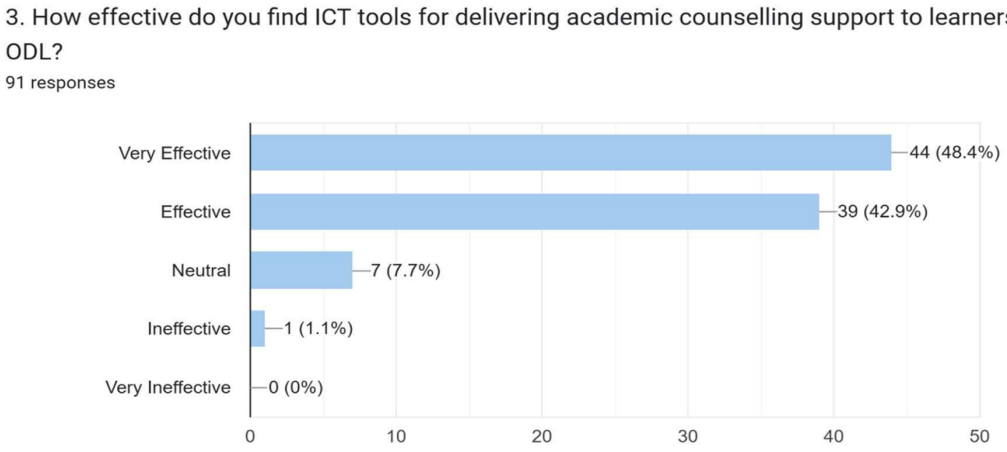

Fig. 2.3: Academics' perception on Effectiveness of ICT Tools for Academic Support

The results (Fig. 2.3) indicate a highly positive perception on effectiveness of ICT tools among the respondents. Nearly 48.4% rated them as *very effective*, while 42.9% considered them *effective*. Together, this accounts for over 91% of the total responses, signifying widespread approval and satisfaction with ICT-enabled counselling. A small proportion of respondents (7.7%) remained *neutral*, suggesting that while they did not

find ICT tools ineffective, they might perceive scope for improvement. Only 1.1% of respondents found the tools *ineffective*, and none found them *very ineffective*. These findings suggest that ICT tools have been successfully integrated into the ODL system, enhancing communication, accessibility, and learner engagement.

This finding indicates that educators tend to prioritise learner-centred measures such as satisfaction and attendance, which capture the immediate engagement resulting from ICT interventions. Although academic performance and dropout reduction represent important long-term goals, their comparatively lower emphasis points to a preference for short-term, easily observable outcomes. Adopting a more balanced approach that integrates learner experience with quantifiable academic results would enable a more comprehensive evaluation of ICT effectiveness.

The reported findings are consistent with findings by Wells (2021), who observed positive changes in the effectiveness of e-counselling over time in ODDL settings. He observed that continuous professional development and infrastructure enhancement are critical to sustaining these improvements. Similar results have been observed in earlier studies (Mishra, 2021; Sharma & Kanwar, 2020), where ICT integration was found to strengthen learner support systems in open universities. The overwhelmingly positive response highlights the growing confidence of academics in using ICT for effective learner interaction and academic counselling in distance education contexts.

3.2.4 Measures to track the effectiveness of ICT Tools

Effectiveness is not only about perception but also about measurement. This subsection presents the indicators that the academics consider most reliable for evaluating ICT-based counselling success. The Fig. 2.4 presents the responses of 91 participants to the question on how to track the success of ICT (Information and Communication Technology) in meeting learners' academic counselling needs. Multiple responses were allowed.

Among the 91 respondents, the most common way to track the success of ICT in meeting learners' academic counselling needs was through 'learner satisfaction surveys', selected by 59 respondents (64.8%). This was followed closely by 'learner attendance' in the online counselling sessions, chosen by 58 respondents (63.7%). 'Improved academic performance' was identified by 48 respondents (52.7%), while 'feedback from counsellors or subject experts' was mentioned by 45 respondents (49.5%). In addition, 41 respondents (45.1%) suggested 'reduced dropout rates' as an indicator. A smaller proportion of respondents (34.1%), felt that the number of counselling sessions conducted could be used to measure success. Only 2 respondents (2.2%) proposed other measures beyond those listed in the study (Fig. 2.4).

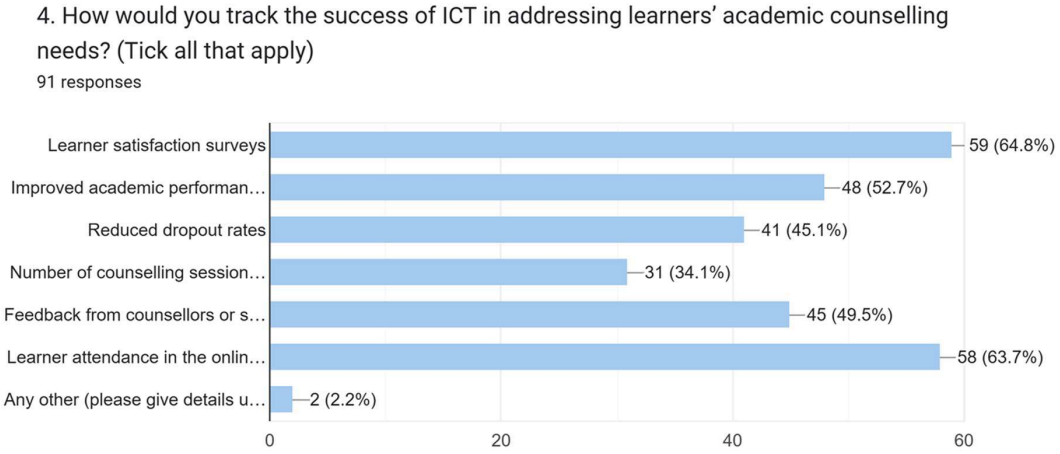

Fig. 2.4: Academics' Perception on measures of Success of ICT

The data highlights that learner-centric indicators such as 'satisfaction surveys' and 'attendance in online sessions' are perceived as the most effective means of assessing ICT's success in academic counselling. These factors directly reflect engagement and perceived value of the ICT tools. Academic outcomes, including 'improved performance' and 'reduced dropout rates', are also considered important but slightly less frequently mentioned. 'Feedback from counsellors or subject experts' is recognised as a key qualitative measure, while the mere number of sessions is considered the least significant among the listed options. The negligible selection of "other" methods indicates that the provided options largely covered the participants' perspectives.

Overall, the responses suggested that stakeholders value both quantitative metrics (attendance, dropout rates) and qualitative indicators (satisfaction, feedback), but place slightly higher emphasis on the learners' own experience and participation while evaluating the impact of ICT in academic counselling.

3.2.5 Improvement in the Use of ICT for Academic Counselling Support

Given the dynamic nature of technology, this subsection examines whether academics have observed progress in ICT use over time, highlighting institutional trends and perceived advancements. A significant majority of academics (89.1%) reported seeing improvements in the use of ICT for academic counselling over the past year, with 47.3% citing "significant improvements" and 41.8% noting "some improvements" (Fig. 2.5).

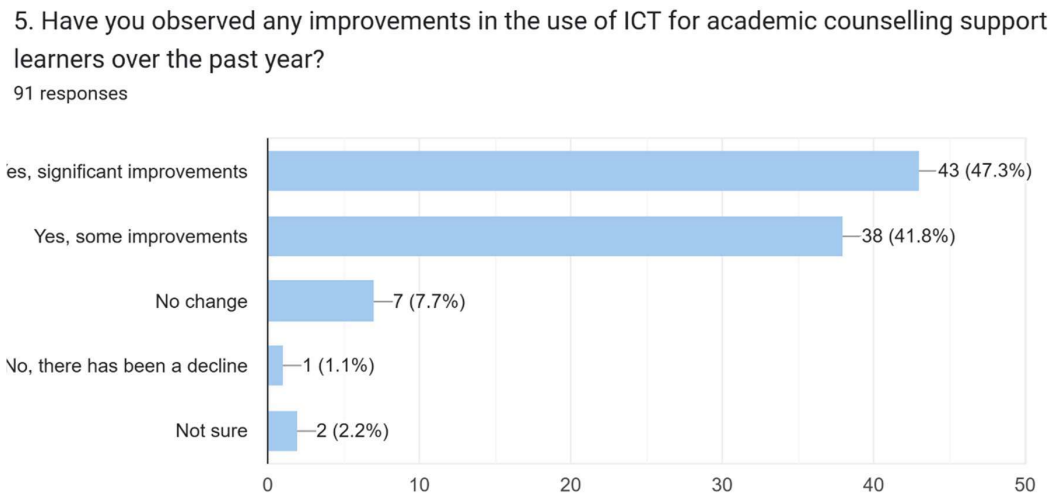

Fig. 2.5: Academics' Perception on Improvement in the use of ICT for academic counselling

The perception of steady progress signals both institutional efforts and growing comfort among academics in adopting ICT. The large number of academics observing improvement reflects a positive trajectory of ICT integration in academic counselling process. However, the fact that around 10% participants did not observe any progress indicates potential gaps in infrastructure or training, which require focused intervention to ensure uniform benefits across the system.

3.2.6 Major Challenges in Providing and Conducting ICT-based Counselling

Despite improvements made in the academic counselling process, there are challenges that need to be overcome. This subsection outlines the structural, pedagogical, and technical barriers faced by academics in delivering ICT-based counselling. The academics identified a range of challenges in providing ICT-based academic counselling. The most frequently reported issue was 'poor internet connectivity', as cited by 69.2 percent of academics. This was followed by 'passive participation of learners', as reported by 65.9 percent, while 54.9 percent participants highlighted the 'lack of interaction between students and academic counsellors' as a major concern (Fig. 2.6).

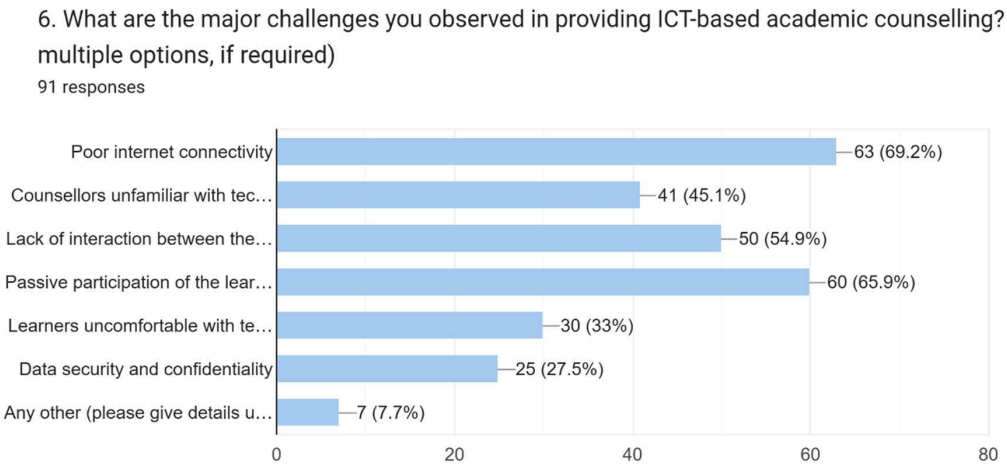

Fig. 2.6: Academics' Perception on challenges in providing ICT-based academic counselling

From the perspective of counsellors, similar challenges emerged. Passive participation of learners was reported as the most pressing issue, with 68.1 percent of academics identifying it as a problem. Poor internet connectivity was also highlighted by 61.5 percent of counsellors, and 39.6 percent noted that a lack of technical skills to effectively conduct online sessions posed a significant challenge.

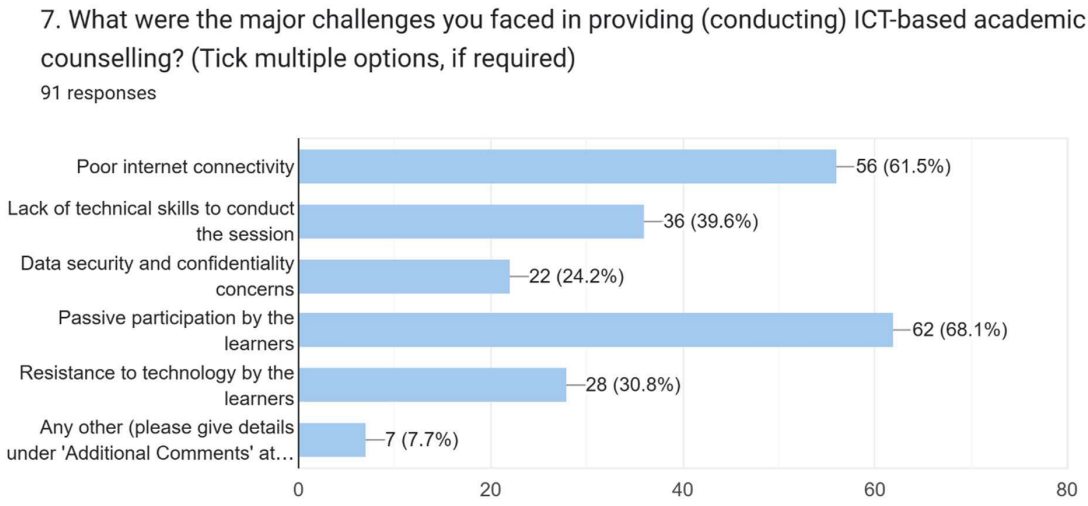

Fig. 2.7: Academics' Perception on challenges in providing ICT-based academic counselling

The challenges emphasise that while ICT tools are widely acknowledged as effective, structural and behavioural barriers still persist. Connectivity issues include infrastructural inequalities, particularly for learners in rural or under-resourced areas. Passive participation and lack of interaction reflect pedagogical challenges,

suggesting a need for more engaging and interactive designs in ICT-based counselling. The issue of limited technical skills among some counsellors underscores the importance of continuous professional development and targeted training initiatives.

These challenges align with findings by Kazondovi *et al*. (2022), who identified technical limitations and limited interactivity as significant obstacles in distance education. He observed that addressing these issues requires investments in infrastructure and training to enhance both student engagement and counsellor effectiveness.

3.2.7 Effectiveness of ICT integration in the teaching-learning process

Beyond academic counselling, ICT plays a vital role in teaching and learning in ODL system. This subsection explores academics' perceptions of ICT integration in a broader pedagogical context. The analysis of responses to the question on ICT integration in the teaching-learning process demonstrates a strong positive outlook among participants (Fig. 2.8).

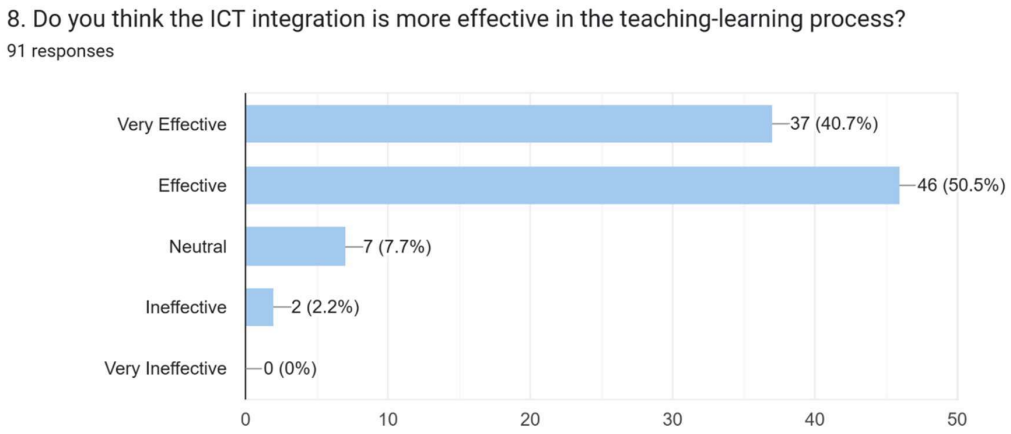

Fig. 2.8: Academics' Perception on Effectiveness of ICT integration in the teaching-learning

Out of 91 respondents, more than half (50.5%) considered ICT integration as "Effective," while 40.7% rated it as "Very Effective." Together, this indicates that over 91% of respondents believed that ICT contributes significantly to the teaching-learning process. A smaller number of participants remained "Neutral" (7.7%), and only 2.2% found it "Ineffective," with no respondents viewing it as "Very Ineffective." These findings suggest that ICT is widely recognised as a powerful enabler of teaching and learning, fostering accessibility, flexibility, and interactive engagement. This aligns with existing research which confirms that ICT integration enhances learner-centred

approaches, supports active learning, and widens educational opportunities (Kirkwood & Price, 2014; Redecker *et al*., 2017).

3.2.8 Benefits and Frequency of ICT-based Counselling

To complement the challenges, this subsection highlights the perceived benefits of ICT adoption in counselling, and examines academics' views on the ideal frequency of such sessions. The use of ICT in academic counselling has been widely acknowledged by academics for its multiple benefits. The most significant advantage identified was cost-effectiveness, which was reported by 87.9 per cent of participants. Accessibility and convenience followed closely, with 78 per cent each highlighting these as key strengths of ICT-enabled counselling. Other notable benefits included time efficiency (64.8 per cent) and improved two-way communication (61.5 per cent), reflecting the potential of ICT to make counselling sessions more interactive and learner-friendly. In terms of frequency, a majority of academics (63.7 per cent) recommended that ICT-based academic counselling should be conducted on a weekly basis to ensure effectiveness in teaching and learning (Fig 2.9).

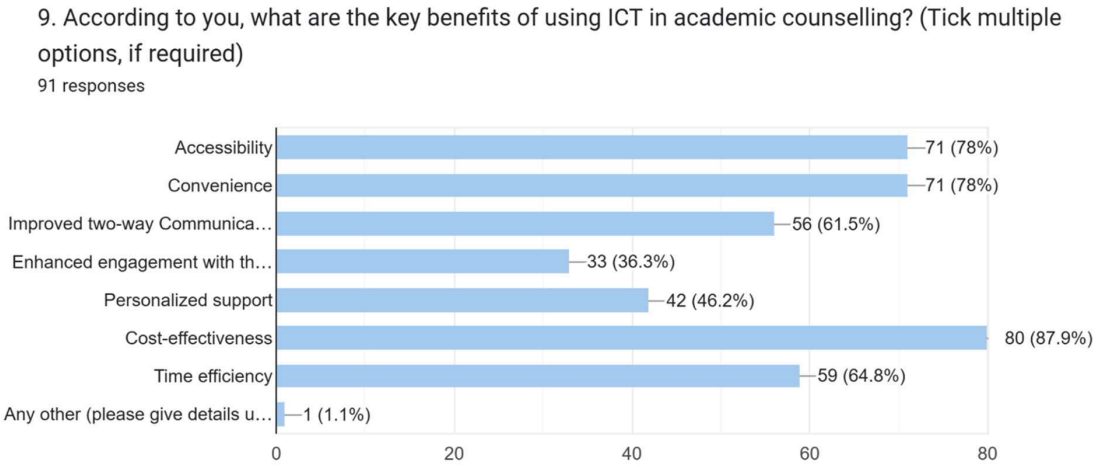

Fig 2.9: Academics' Perception on Benefits and Frequency of ICT-based Counselling Support

The benefits reported in this study align with the core strengths of ICT in higher education—scalability, affordability, and flexibility. The recognition of improved two-way communication is particularly important, as it challenges the common perception of ICT as a one-way mode of delivery.

The identified benefits are corroborated by Buntrock *et al*., (2024) who indicated that digital interventions in education can be cost-effective and enhance accessibility. The preference for weekly sessions suggests a desire of the participants for regular engagement with the learners to maintain support and address ongoing challenges.

3.2.9 Preferred Frequency of ICT-based Academic Counselling for Effective Teaching-Learning

Finally, this subsection focuses specifically on how often academics believe ICT-based counselling should be conducted to optimise learner engagement and support, balancing regularity with feasibility.

The Fig. 2.10 presents the responses of 91 participants regarding the preferred frequency of ICT-based academic counselling for effective teaching-learning.

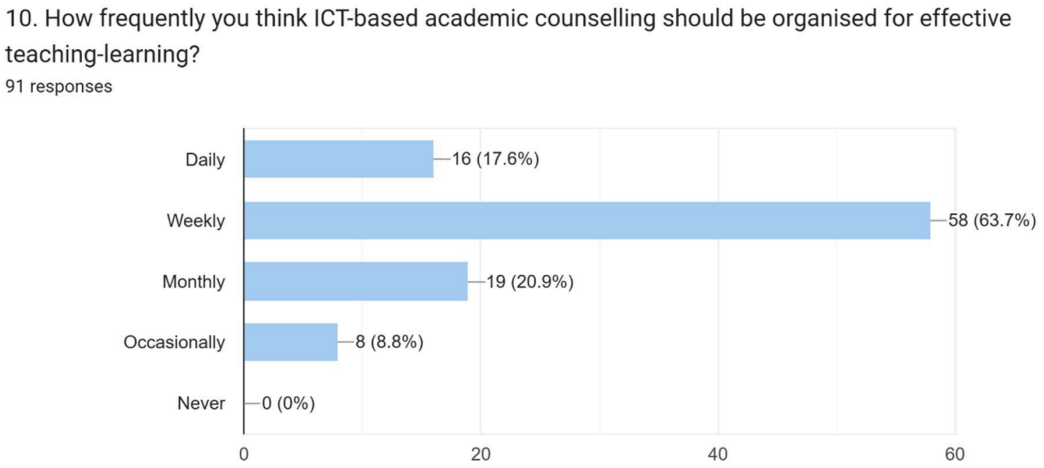

Fig. 2.10: Academics' Perception on preferred frequency of ICT-based academic counselling

The data shows a clear preference for weekly counselling sessions, with 63.7% (58 respondents) supporting this option. A smaller proportion, 20.9% (19 respondents), preferred monthly sessions, while 17.6% (16 respondents) recommended daily sessions. Only 8.8% (8 respondents) felt that ICT-based counselling should be conducted occasionally, and notably, none of the respondents selected the "never" option.

This distribution highlights that the majority of learners and participants recognise the value of regular ICT-based counselling, with weekly sessions striking a balance between frequency and manageability. While a few respondents preferred daily sessions, this may reflect the need for more intensive academic support, although such frequency could be resource-intensive and challenging to sustain. The monthly and occasional preferences indicate that some participants may value flexibility and a less frequent schedule, possibly due to time constraints or reliance on self-study. The preference for weekly sessions suggests that regular, structured interactions are necessary to maintain learner engagement and provide sustained support. Institutions

may, therefore, consider institutionalising weekly ICT-based counselling as a best practice while balancing it with the workload of counsellors and learners.

4. SUGGESTIONS TO IMPROVE THE QUALITY OF ONLINE ACADEMIC COUNSELLING

Academics provided a wide range of suggestions for improving ICT-based academic counselling:

4.1 Infrastructure and Technology

Infrastructure and technology play a crucial role in strengthening the quality of academic counselling and learner support services. There is a need to improve ICT infrastructure and provide better internet connectivity, particularly at Regional Centres (RCs) and Learner Support Centres (LSCs). Modern ICT equipment such as smartboards, projectors, webcams, and microphones should be made available at RCs to facilitate effective teaching-learning interactions. Establishing a dedicated server with high-speed internet exclusively for academic counselling would further enhance the efficiency and reliability of online sessions. To make learning more accessible, the option of providing learners with tablets preloaded with learning materials, in place of hard copies, may be considered. Additionally, adopting subscription-based web conferencing tools with robust security features is essential to protect personal data and ensure safe virtual engagements. A single, integrated portal should also be developed to provide learners with seamless access to all information and resources in one place in a secure environment, thereby streamlining their overall academic experience.

4.2 Training and Support

The participants were of the view that to strengthen the effectiveness of ICT-based academic counselling, it is essential to conduct regular training and orientation programmes for academic counsellors, focusing on new technologies and effective online counselling techniques. At the same time, learners who face difficulties in using ICT tools should be provided with adequate technical support and hand-holding to ensure their seamless participation in counselling sessions. Furthermore, academic staff at RCs should be encouraged to actively engage in academic counselling, making it an integral component of their professional responsibilities.

4.3 Content and Engagement

To enhance the effectiveness of academic counselling, several innovative measures can be adopted. High-quality pre-recorded video and audio materials created by core faculty should be developed and made easily accessible to learners, while all counselling sessions may be recorded and uploaded on the website for future reference. Interactive tools such as live polling, Q&A sessions, and quizzes can be

integrated to promote active learner participation. Additionally, interactive PDF documents serving as a central hub for diverse learning resources—including text, images, audio, and video—can be designed. Live Q&A sessions on social media platforms and active online forums may be hosted to encourage peer-to-peer learning. AI-driven chatbots can be introduced for instant query resolution and personalised support, complemented by the use of learner data to provide tailored academic advice based on individual performance and participation. For programmes with practical component, subject-specific immersive tools and virtual labs can be deployed to enrich the learning experience.

4.4 Administration and Communication

Decentralising the empanelment of academic counsellors to the Regional Centres will help streamline the process and make it more efficient. Learners should be provided with timely information, including a complete schedule of both online and offline sessions at the beginning of each semester, to ensure better planning and participation. The payment norms for counsellors also need to be revised to make the process faster and less dependent on attendance, thereby encouraging greater commitment and motivation. Further, the mandatory requirement of a supervisor's signature on project synopses and reports should be abolished to reduce delays and minimise opportunities for corruption. Though, this may compromise with the quality of the research work if not finally checked and signed by the supervisor.

5. CONCLUSIONS

The results highlighted a strong consensus among academics that ICT is a valuable and effective tool for academic counselling in ODL. The data suggests that while there has been significant progress, major challenges for all stakeholders persist, particularly in infrastructure and learner engagement.

Academics overwhelmingly recognise the benefits of ICT, such as cost-effectiveness, accessibility, and convenience, which are core to the ODL pedagogy. However, the top challenges, poor internet connectivity and passive learner participation, reveal a significant gap between the potential and the reality of ICT implementation. This "digital divide" in India, as one academic noted, means that technology is not universally accessible or comfortable for all learners.

The suggestions for improvement reflect these findings, focusing on a two-pronged approach:

1. **Strengthening the core infrastructure**: This includes upgrading hardware and connectivity at RCs and LSCs, establishing dedicated servers, and moving towards a more centralised, but accessible, system.

2. **Improving the human-centred aspects**: This involves extensive training for both counsellors and learners, developing more interactive and engaging content, and implementing personalised support systems like AI-driven chatbots and interactive learning materials.

To sum up, the report indicates that for ICT to fully realise its potential, it must be supported by a robust and reliable technical infrastructure while also addressing the issues of practical skills and engagement needs of both academics and learners. The integration of technology must be deliberate and well-planned, not just an ad-hoc solution. This dual focus on technology and pedagogy is crucial for making ICT-based academic counselling a truly effective and inclusive system.

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Dear Sir/Madam,

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. Name of Regional Centre/ Division/Centre/Unit: _____

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

Section B: Use of ICT Tools in Academic Counselling

6. How effective do you think ICT tools are in supporting academic counselling learner support in ODL institutions?
☐ Very Effective ☐ Effective ☐ Neutral ☐ Ineffective ☐ Very Ineffective

7. In your opinion, which ICT tool(s) is more effective for academic counselling in ODL? (Tick multiple options, if required)

- ☐ Teleconference (GyanDarshan)
- ☐ Swayam Prabha
- ☐ 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) _____

8. How effective do you find ICT tools for delivering academic counselling support to learners in ODL?
☐ Very Effective
☐ Effective
☐ Neutral
☐ Ineffective
☐ Very Ineffective

9. How would you track the success of ICT in addressing learners' academic counselling needs?
(Tick all that apply)
☐ Learner satisfaction surveys
☐ Improved academic performance of the learners
☐ Reduced dropout rates
☐ Number of counselling sessions completed
☐ Feedback from counsellors or support staff
☐ Learner attendance in the online sessions
☐ Any other (please specify): _____

10. Have you observed any improvements in the use of ICT for academic counselling support for learners over the past year?
☐ Yes, significant improvements
☐ Yes, some improvements
☐ No change
☐ No, there has been a decline
☐ Not sure

11. What are the major challenges you observed in providing ICT-based academic counselling? (Tick multiple options, if required)
☐ Poor internet connectivity
☐ Counsellors unfamiliar with technology
☐ Lack of interaction between the counsellor and peer-group
☐ Passive participation of the learners
☐ Learners uncomfortable with technology
☐ Data security and confidentiality
☐ Any other (please specify) _____

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

13. According to you, what are the key benefits of using ICT in academic counselling? (Tick multiple options, if required)
    - ☐ Accessibility
    - ☐ Convenience
    - ☐ Improved two-way Communication
    - ☐ Enhanced engagement with the course content
    - ☐ Personalized support
    - ☐ Cost-effectiveness
    - ☐ Time efficiency
    - ☐ Any other (please specify) _____

14. 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

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

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16. 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