



**ANALYSIS REPORT OF
FEEDBACK RECEIVED FROM
SUBJECT EXPERTS OF SCHOOL OF
SOCIAL SCIENCES (SOSS), IGNOU**

FOR ACADEMIC YEAR 2024-2025

INTRODUCTION

The crucial role that digital education plays in bringing about enhancement of accessibility, equity and quality, it is important that digital tools and platforms are integrated in order to ensure an educational

The New Education Policy (NEP) 2020 emphasises the integration of digital tools and platforms to create a flexible, inclusive, and learner-centric education system. The objective is to bridge the digital divide by developing effective digital education strategies. Keeping this in mind, a feedback tool was prepared by CIQA, IGNOU on the theme of **“Integration of Information and Communication Technology (ICT) in Academic Counselling in Open and Distance Learning (ODL)”** to obtain feedback from subject experts. The feedback form sought socio-demographic information in Section A and also included questions pertaining to the said theme in Section B. The School of Social Sciences sent it to its subject experts, and a total of 17 responses (complete) were received. The analyses of which is presented below:

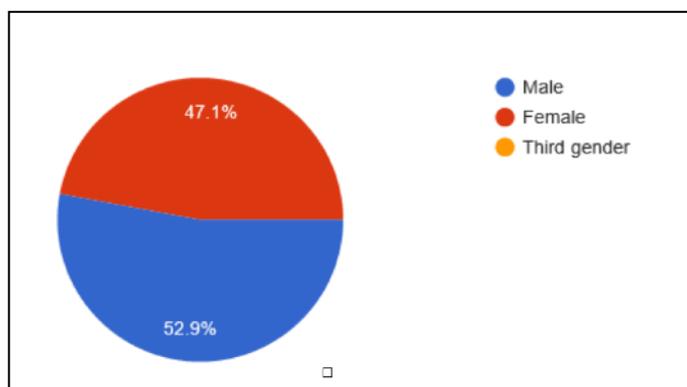
FEEDBACK ANALYSIS

Section A: General Information

Gender

Concerning gender, as can also be seen in the pie diagram below (Figure 1), out of the total respondents, 52.9 % were females and 47.1% were males. None of them reported being the third gender.

Figure 1: The Gender-based percentage of the participants

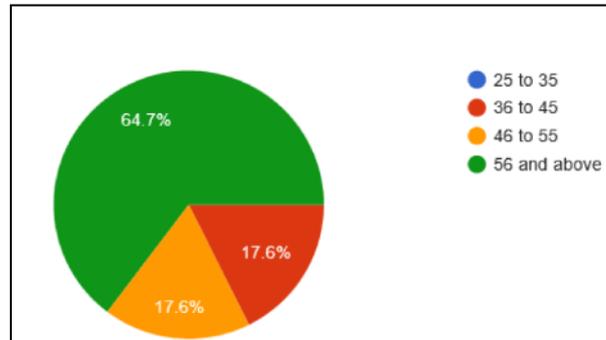


Age Group

With regard to the next demographic variable, that is age group (in years), there were four categories, namely ‘25 to 35 years, 36 to 45 years, 46 to 55 years and 56 years and above’. In this

regard, 64.7% of the respondents belonged to age group 56 years and above, and 17.6 % belonged to age groups 36 to 45 years and again 17.6% belonged to age group 46 to 55 years. Response to age group 25 to 35 years drew a blank.

Figure 2: The percentage of participants based on age groups (in years)



Highest Educational Qualification

Regarding the highest educational qualification of the respondents, all reported having completed their doctoral studies, and one respondent had also completed postdoctoral studies. The participants belonged to various institutions. The list of their institutions has been displayed in Table 1 as follows:

Table 1: Institutions to which the experts belong or have superannuated from

Sr. No.	Name of the Institution
1	Vivekananda College, University of Delhi, Delhi
2	S.P. Pune University, Maharashtra
3	Aligarh Muslim University, Aligarh, UP
4	IIT Delhi, New Delhi
5	Jawaharlal Nehru University, New Delhi
6	M. S. University of Baroda, Baroda, Gujrat
7	University of Delhi, Delhi
8	Calcutta University, Kolkata
9	Daulat Ram College, University of Delhi, Delhi
10	Indian Institute of Public Administration, Delhi
11	Institute of Development Studies (IDSK), Kolkata
12	Indira Gandhi National Open University, New Delhi

Institutional Affiliation

The subject experts or respondents were also asked about the years of association with IGNOU, and in this regard, the minimum duration of association has been reported as 6 months and the maximum as 30 years. Around 5 participants reported their association with IGNOU as 20 or more than 20 years. 3 participants reported association with IGNOU as 10 to 19 years.

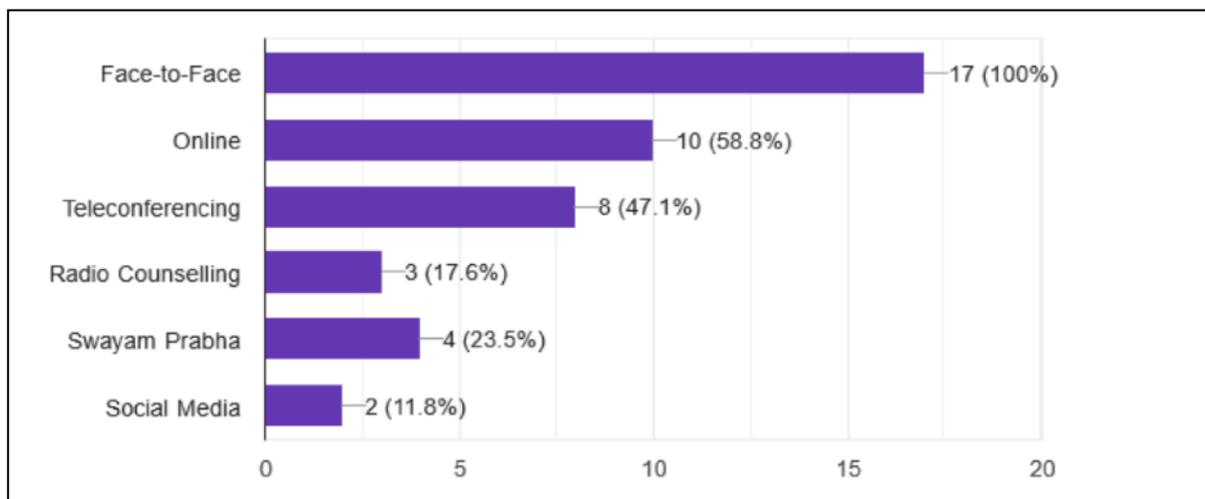
Section B: Use of ICT

After seeking the basic socio-demographic information from the participants, the feedback form included questions on the ‘Use of ICT Tools in Academic Counselling’.

Usefulness of Mode of Academic Counselling

The first question in this regard pertained to usefulness of the mode of academic counselling with regard to respondent’s subject. Multiple options were given to tick. The options given for this question were ‘Face-to-Face, Online, Teleconferencing, Radio Counselling, Swayam Prabha, Social Media’. The participants could select multiple options with regard to this question. The responses received are displayed in Figure 3.

Figure 3: Mode of Academic Counselling as more useful

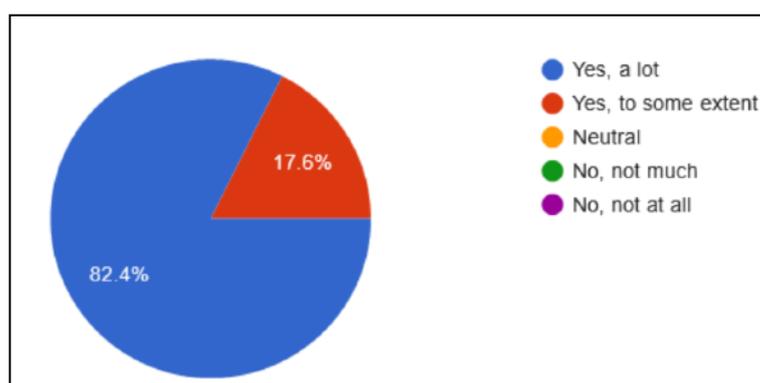


As can be seen in Figure 3, all the 17 participants believed that face-to-face academic counselling was useful. 58.8% of the participants also believed that online academic counselling was useful. 47.1% of the participants believed in the usefulness of teleconferencing and 17.6 % indicated the usefulness of radio counselling. 23.5% of the participants thought that Swayam Prabha was useful as a mode of academic counselling, and 11.8% felt that social media was useful as a mode of academic counselling.

Opportunities for Interaction in Academic Counselling

The next question pertained to whether the subject experts thought that the academic counselling sessions provided opportunities for interaction and discussion or not. The options in this regard provided were ‘Yes, a lot, Yes, to some extent, Neutral, No, not much and No, not at all’. It is interesting to note that out of 17 participants, 82.4% indicated that academic counselling sessions provided opportunities for interaction and discussion by marking ‘Yes, a lot’ and 17.6% of the participants marked ‘Yes, to some extent’ (The results have been displayed in Figure 4). Other options were not selected by any of the respondents. Thus, it can be said that the results obtained in the context of this question indicate that participants believed academic counselling sessions provide opportunities for interaction and discussion.

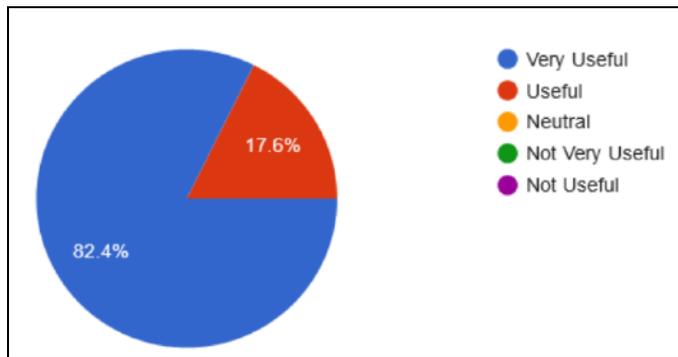
Figure 4: Responses about whether academic counselling sessions provide opportunities for interaction



Usefulness of Academic Counselling Sessions in Enhancing Subject Knowledge

Another question sought opinion of the participants about how useful the academic counselling sessions were in enhancing learners’ subject knowledge and clarifying their doubts. The options in this regard were ‘Very useful, Useful, Neutral, Not very useful and Not useful’. The results obtained in the context of this question are similar to those obtained in the previous question. As can be seen in Figure 5, 82.4% of the participants believed that academic counselling sessions were ‘very useful’ in enhancing learners’ subject knowledge and clarifying their doubts, and 17.6% believed that they were ‘Useful’. The results of the previous and present questions indicate that the participants perceived academic counselling sessions to be relevant and playing an important role in the learning process of ODL system.

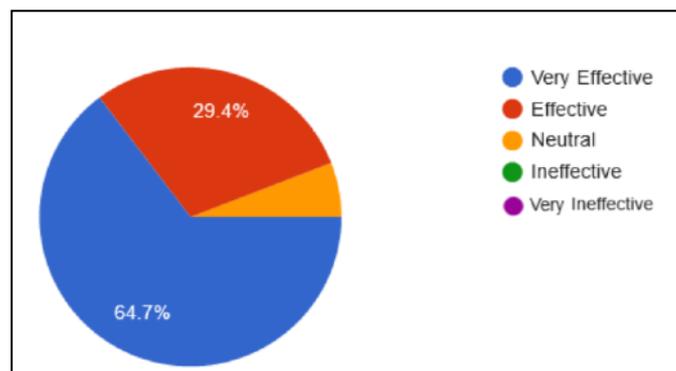
Figure 5: Responses regarding the usefulness of the academic counselling sessions for subject knowledge



Effectiveness of ICT Integration

The next question pertained to whether the participants thought that the ICT integration was more effective in the teaching-learning process. The options given were very 'Effective, Neutral, Ineffective and Very Ineffective. 64.7% of the participants believed that the ICT integration was very effective in the teaching-learning process. 29.4 % believed that it was effective, and 5.9% of the participants were 'neutral' in their response. The results have been displayed in Figure 6.

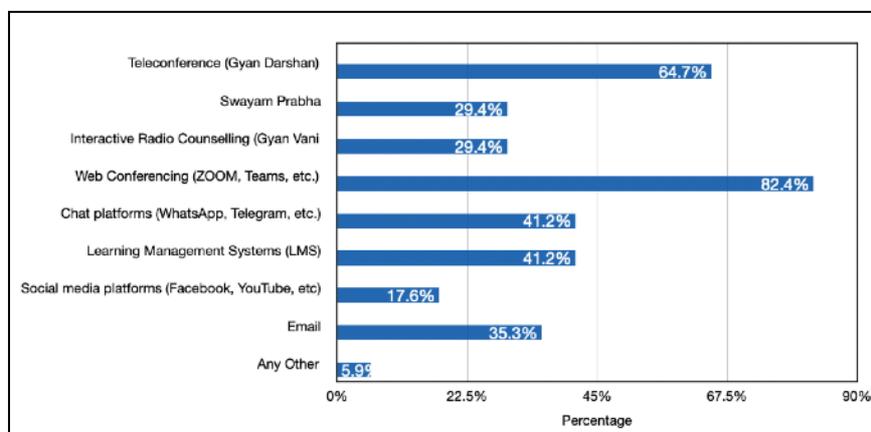
Figure 6: Responses regarding the effectiveness of ICT integration in the teaching-learning process.



Another question sought the opinion of the subject experts regarding which ICT tool(s) were more effective for academic counselling in their subject in the ODL system. This question was specific to the subject area of the experts. The options given were 'Teleconferencing (Gyan Darshan), Swayam Prabha, Interactive Radio Counselling (Gyan Vani), Web Conferencing (Zoom, Teams, etc.), Chat Platforms (WhatsApp, Telegram, etc.), Learning Management Systems (LMS), Social media Platforms (Facebook, YouTube, etc.), Email and Any other (please specify)'. The responses received are displayed in Table 7.

As can be seen in Table 7, 64.7% of the participants felt that teleconferencing (Gyan Darshan) was an effective ICT tool for academic counselling, especially in their subject in ODL. Swayam Prabha and Interactive Radio Counselling were seen as effective ICT tools by 29.4% each, 82.4% perceived Web Conferencing, Chat Platforms as effective ICT tools. Learning Management Systems (LMS) was seen as an effective ICT tool by 41.2% each. 17.6% participants found social media to be an effective ICT tool. 35.3% participants felt that email was an effective ICT tool, whereas ‘any other’ option was mentioned by 5.9% of the participants.

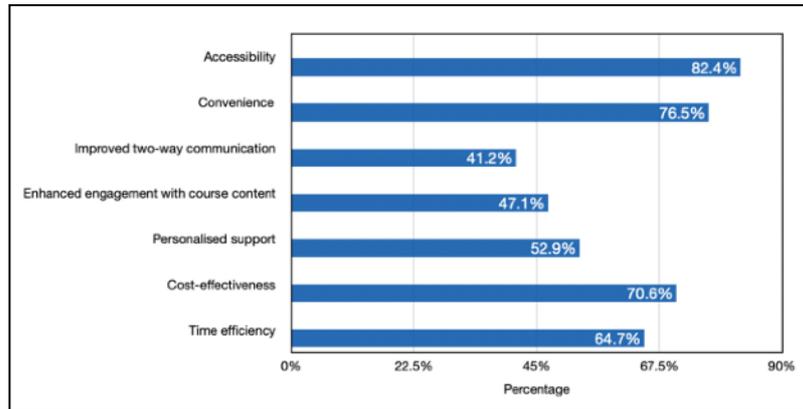
Table 7: Responses on effectiveness of ICT tool(s) for academic counselling in the respondent’s subject area



Key Benefits of ICT

One of the questions focused on the key benefits of using ICT in academic counselling in the participant’s subject. The options provided were ‘Accessibility, Convenience, Improved two-way communication, Enhanced engagement with the course content, Personalized support, Cost-effectiveness, Time efficiency and any other (please specify)’. The results obtained have been graphically represented in Table 8. As can be seen from Table 8, 82.4% of the participants mentioned accessibility as the key benefit of using ICT in academic counselling in the participant’s subject. 76.5% of the participants mentioned convenience. 41.2% and 47.1% mentioned improved two-way communication and enhanced engagement with the course content respectively. 52.9% mentioned personalized support as a benefit of using ICT. 70.6% reported cost- effectiveness as a benefit of using ICT and 64.7% reported time efficiency as a benefit of using ICT.

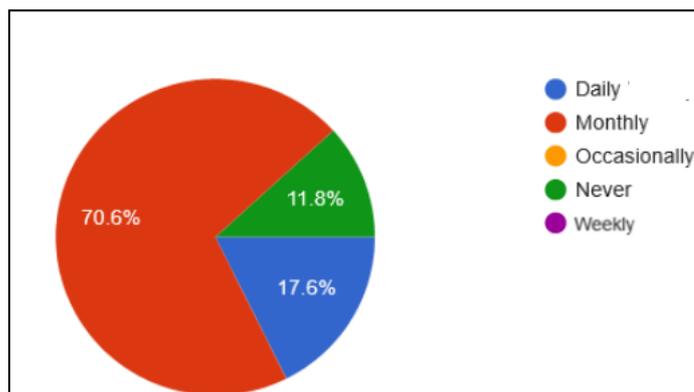
Table 7: Responses regarding the key benefits of using ICT in academic counselling



Frequency of ICT-based Counselling

With reference to the next question that focused on the frequency of ICT-based academic counselling needed to be organised for effective teaching-learning, the options provided were ‘Daily, Weekly, Monthly, Occasionally and Never’. The responses obtained are displayed in the Figure 8. The pie diagram displays that 70.6% mentioned the frequency as monthly, 17.6% mentioned the frequency as daily and 11.8% responded as never.

Table 8: Responses regarding the frequency of ICT-based academic counselling should be organized for effective teaching and learning.



Ways of making ICT-based Counselling more Effective

Another question enquired about the improvements to enhance the effectiveness of ICT-based academic counselling in ODL. This was an open-ended question, and different responses were received in this regard from the respondents. The importance of thorough planning and preparation was highlighted with the need to share information regularly. It was also emphasised that ICT could be made more effective by making it user-friendly. The need for seeking regular feedback and external monitoring was also highlighted. One of the respondents also appreciated the work carried out by IGNOU, mentioning that IGNOU was already doing an excellent job. It was also suggested that the interaction through the distance learning mode could be more frequent. The importance of follow-up and promptness of response was also mentioned. It was further emphasised that adequate time needed to be made available for interaction. Personalised activity of students with teachers for clarification of some points, according to the need of the students, was also suggested. One of the participants mentioned that the traditional class model was the best and that ICT could be used as a supporting tool. It should in no way replace the offline that is face-to-face mode. Sustenance in organising ICT based counselling; involving academic counsellors; regularity in organising sessions and getting feedback were also expressed. It was also suggested that it needed to be ensured that counselling was available in accessible formats at all levels.

Additional Responses

In additional comments, participants mentioned that even though ICT was becoming a necessity, a hybrid mode would have the benefit of both approaches. The requirement of enhanced connectivity was also mentioned. In the context of the feedback, it was suggested that all the information needed to be collated and suggestions be examined and the feasibility of implementation of the suggestions received needed to be examined and then implementation needed to be carried out.

CONCLUSION

We are living in a world of Information Technology and Artificial Intelligence (AI). Every aspect of education is impacted by it for enhancing learning, bridging the digital divide, and modernising teaching-learning processes. ICT integration in education has evolved from basic computer labs to sophisticated platforms like virtual classrooms and AI-driven learning environments. The ODL system is trying to assimilate the latest technologies for the best results for its learners. The

feedback analysis goes to show that subject experts appreciate the advantages of ICT and endorse their utility for the present and future learning platforms. It can be concluded that the participants in general recognised the importance and the need to integrate ICT in Academic Counselling in Open and Distance Learning (ODL). Academic Counselling Sessions were perceived as providing opportunities for interaction between the teacher and the learner. Academic Sessions were apparently regarded as useful in enhancing learners' subject knowledge and clarifying their doubts. The ICT tool (s) were termed as more effective for academic counselling in general and specific to the participants' subject in Open and Distance Learning (ODL). The participants also made suggestions for improving ICT-based counselling to enhance its effectiveness in ODL.