



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
REGIONAL SERVICES DIVISION**

**FEEDBACK ANALYSIS REPORT OF ACADEMIC COUNSELLORS ON THE
TEACHING- LEARNING PROCESS**

1. Introduction

Feedback is an important and constructive tool. It creates a healthy environment, boosting productivity and engagement, and further achieving better results. It positively influences communication, team members' interaction and teamwork results in different fields. The Effective feedback (both positive and negative) is very significant. It plays the crucial role in education and learning by helping adopt corrective measures and include new knowledge. The process of obtaining continued feedback is important across the entire organization in order to remain aligned to goals, create strategies, develop products and services improvements, improve relationships, and much more.

The phrase 'Academic Counsellor' refers to a person who performs both tutoring and counselling functions. Counselling is, in general, a person-specific which supports in solving personnel and individual needs as and when arises. The learners are provided with a real human interaction and assistance in addressing their questions, doubts, or any other academic assistance in achieving the instructional design objectives.

The activity that takes place during the counselling sessions (face-to-face contact programme) also includes a judicious mix of other supplementary support, such as audio/video and similar support, as well as other electronic and social media, and follows the multimedia approach to providing

counselling support. The assignments in each of IGNOU's programmes play a critical pedagogical role; they are a tool for continual evaluation in the form of feedback from academic counsellors, which helps to maintain motivation and joy in learning.

I. Role of Academic Counsellor in ODL System

The academic counsellors in the distance education system bridge the gap between the learner and the teaching institution. They play a key role in enabling the students to become an active and effective learner. They set the context, help students pose questions to explore, stimulate problem solving, and give the students tools and resources to use so that they can construct knowledge.

II. About the Academic Counselling

Academic Counselling is an important activity in distance education and is entirely different from the usual classroom teaching. Counsellors answer to the learners' questions in counselling sessions, besides clarifying their doubts and helping them to overcome difficulties they may face while going through the self-learning materials. These counselling sessions also offer the students an opportunity to interact with their peers. The counsellors perform various roles, such as facilitating learners about the subject matter content, assessing assignments, providing motivation and encouragement and supervising research/term papers/project work. Since counselling is such an important component of distance education, it is necessary to understand the concept. The activities of academic counselling are broadly divided into the three parts: i) Informing ii) Advising & iii) Counselling.

The counselling sessions (theory) are usually not compulsory for the learners to attend, but these sessions are considered highly useful for the learners in the progress of their study.

2. Methodology

The tool which was adopted and provided by the CIQA to conduct the survey. Accordingly the e-questionnaire was prepared, which was divided into two parts. First part consists of the basic information about the participants and the second part had the items related to the feedback of academic counsellors, based on the **Likert's five point rating scale** (Strongly agree, Agree, Neutral, Disagree and Strongly disagree). A total 15 items were taken into account, related to academic counselling, self-learning materials (SLM), student support services, evaluation etc.

The questionnaire was converted into Google form (for the sake of convenience of participants, timely receipt and analysis of the feedback input) at RSD and the link of Google form has been shared with all 56 Regional Centres of IGNOU. The Regional Centres further shared the link with their Academic Counsellors through SMS and emails. In the present study the descriptive survey method was adopted to achieve the objectives of study through survey. A total 1231 number of Academic Counsellors participated and submitted their responses.

3. Result of the survey –

Responses of academic counselors which had been collected through Google form had been compiled and analyzed. Based on the nature of parameters studied results has been described under three parts, which are as –

- I. **Demographic profile of Academic Counsellors (ACs)** - Demographic analysis is the study of population based on factors such as age, race, and sex. The analysis includes the things that allow us to measure the dimensions and dynamics of populations. Employment, education, income, marriage rates, birth and death rates, and other socioeconomic

indicators are all examples of demographic data. Table 1 depicts that participation of male academic counselors was slightly higher than females.

Table 1 Gender-wise participation of Academic Counsellors

Sl. No	Gender	No. of respondents	% Of respondents
1.	Female	512	41.59%
2.	Male	719	58.41%
	Total	1231	100.00%

Analysis of the categories of respondents to the survey confirms that the majority of academic counsellors belong to the general category, followed by OBC. Other categories were shared by less than 10% of total participants (Table 2). Higher participation of academic counsellors was from the general category, which has also been reflected in the analysis of gender-wise involvement of different categories in this survey (Table 3).

Table 2 Category wise participation of Academic Counsellors

S. No.	Category of ACs	Count of Category	% Of respondents
1.	EWS	30	2.44
2.	GEN	775	62.96
3.	OBC	288	23.40
4.	SC	113	9.18
5.	ST	25	2.03
6.	Grand Total	1231	100

Table 3 Gender wise categories of Academic Counsellors

S. No.	Gender	Category wise no. of Academic Counsellors					Grand Total
		EWS	GEN	OBC	SC	ST	
1.	Female	9	377	87	30	9	512
2.	Male	21	398	201	83	16	719
	Total	30	775	288	113	25	1231

II. Training and orientation of Academic Counsellors

Academic counsellors were asked to provide information about orientation programme (OP) attended by them conducted by IGNOU either in ODL or in their own discipline. Responses of academic counselors to the query that "*Have you attended Orientation Programme(s) conducted by IGNOU on ODL System?*" as given in table 4. It is apparent that nearly half of respondents (48.1%) had been oriented about the Open and Distance Learning (ODL) system.

Table 4 Participation of academic counsellors in orientation programme in area of ODL conducted by IGNOU

S. No	Participation	OP conducted by IGNOU on ODL System?	% Of respondents
1.	No	640	51.99
2.	Yes	591	48.01
	Grand Total	1231	100

Responses of academic counselors to the query that "*Have you attended Orientation Programme(s) conducted by IGNOU on the Subject/Discipline for which you are a Counsellor?*" as given in table 5. A total 722 (58.65%) academic counselors never attended orientation programme in their own discipline.

Table 5 Participation of academic counsellors in discipline specific orientation programme in conducted by IGNOU

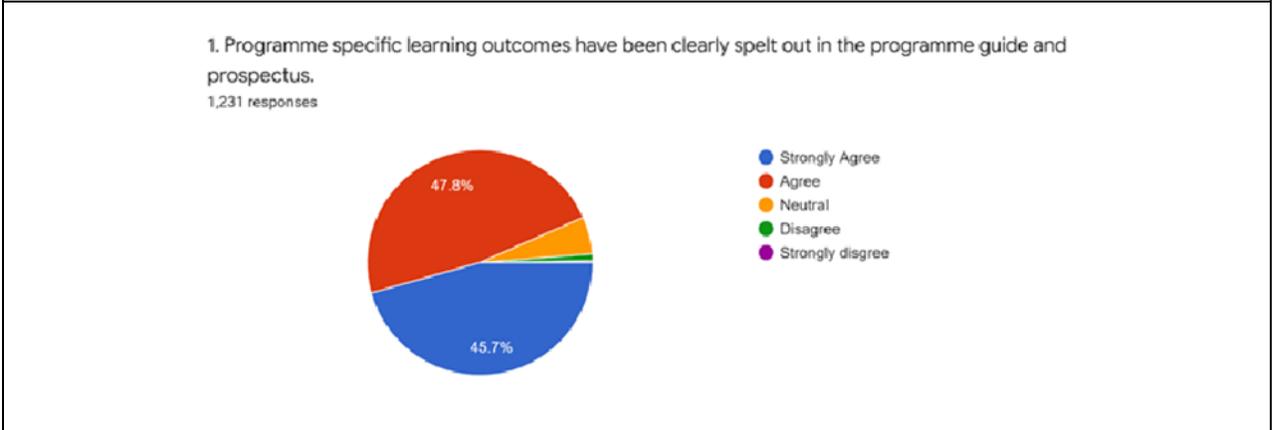
S. No	Participation	Participation in discipline specific OP	% Of respondents
1.	No	722	58.65
2.	Yes	509	41.34
	Grand Total	1231	

III. Feedback of Counsellors

Item wise Feedback of Academic Counsellors on the five-point Rating Scale is Tabulated below:
 The analysis is based on the feedback received from 1231 number of Academic Counselors. The items which were asked in feedback analyzed has been annexed at the end of the report (Annexure I). The item-wise/question-wise feedback have been given below -

1. Programme specific learning outcomes have been clearly spelt out in the programme guide and prospectus. –

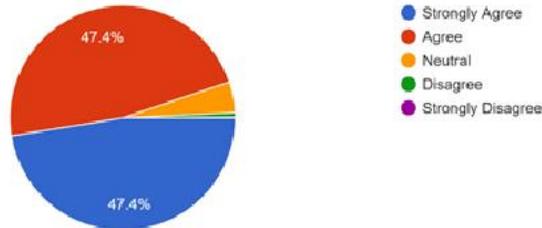
The feedback received from the respondents revealed that, 93.5% (Strongly Agreed - 45.7 + Agreed - 48.10) Academic Counsellors had agreed, 5.4% (66 counselors) were neutral and only 1% (12 counselors) Academic Counsellors of IGNOU had disagreed that programme specific outcomes have not been clearly described.



2. The introduction in every Block has clearly stated course specific outcomes (objectives)

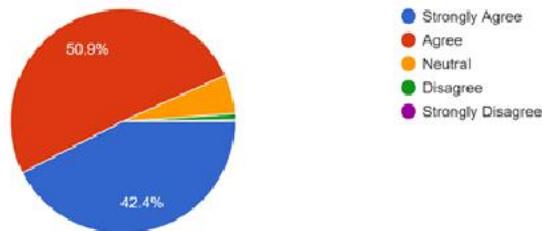
- The feedback on this item indicates that , 94.8 % (Strongly Agreed – 47.4 + Agreed – 47.4)Academic Counsellors had agreed, 55 number of Academic Counselors were responded neutral, which is accounted for 4.5% of total and only 0.6% Academic Counsellors (08 counselors) had disagreed on the aspect.

2. The introduction in every Block has clearly stated course specific outcomes (objectives).
1,231 responses



3. **The learning outcomes (objectives) have been clearly spelt out in every Unit of the Block.** - It is apparent that 93.3% (Strongly Agreed – 42.4 + Agreed – 50.9) Academic Counsellors were agreed, 5.7% (77 counselors) were neutral and only 0.8% (10 counselors) Academic Counsellors had disagreed on this response.

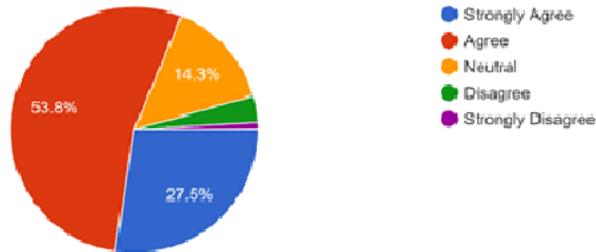
3. The learning outcomes (objectives) have been clearly spelt out in every Unit of the Block.
1,231 responses



4. **Learners are aware about the learning outcomes.** - The results shows that 81.3% (Strongly Agreed – 27.5 + Agreed – 53.8) Academic Counsellors had agreed on this item, whereas 14.3% (176 counselors) were neutral and only 3.5% Academic Counsellors were disagreed in this regard.

4. Learners are aware about the learning outcomes.

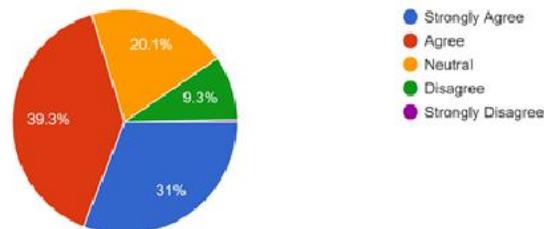
1,231 responses



5. **Learners prefer to study from the printed study material only**_- The responses of Academic Counselors indicates that about 70.3% (Strongly Agreed - 31 + Agreed -39.3) Academic Counsellors had agreed. However, 9.3% of the total participants were disagreed on this issue. 21.8% were neutral to the response.

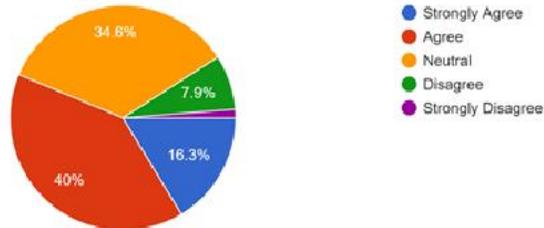
5. Learners prefer to study from the printed study material only.

1,231 responses



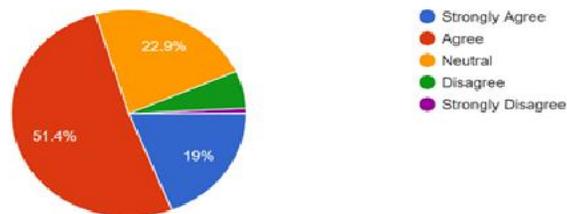
6. **Learners prefer to study through IGNOU e-Content App**.- The feedback clearly indicates that about 56.3% (Strongly Agreed -16.3 + Agreed -40) Academic Counsellors had agreed, 834.6% were neutral and only 7.8% Academic Counsellors disagree with the response.

6. Learners prefer to study through IGNOU e-Content App.
1,231 responses



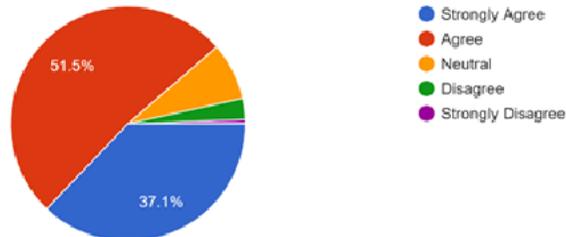
7. **Learners prefer to use the study material available on eGyankosh/ Web Enabled Academic Support (WEAS)** - It clearly shows 70.4 % (Strongly Agreed –19 + Agreed –51.4) Academic Counsellors were agreed, 22.9% (282) were neutral and only 5.8% Academic Counsellors express their disagreement on this response.

7. Learners prefer to use the study material available on eGyankosh/ Web Enabled Academic Support (WEAS).
1,231 responses



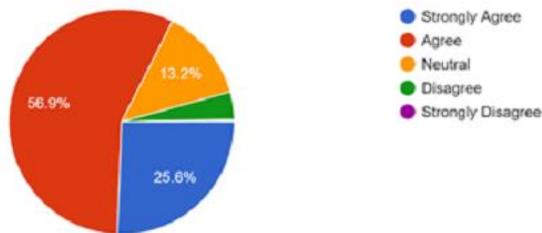
8. **The language used in the Units/study materials is easy to understand** - The feedback indicates that about 88.6% (Strongly Agreed –37.1 + Agreed –51.5) Academic Counsellors had agreed, 7.9% (97) were neutral and only 2.9% (36) Academic Counsellors disagree with the response

8. The language used in the Units/study materials is easy to understand.
1,231 responses



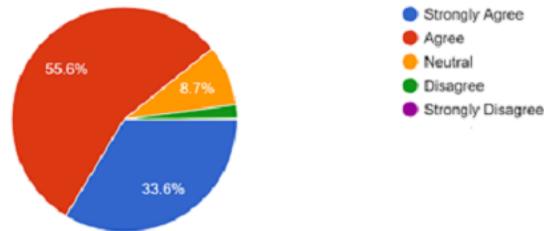
9. **The difficulty level of the course is as per the level of the programme** -The feedback clearly indicates that about 82.5% (Strongly Agreed –25.6 + Agreed –56.9) Academic Counsellors had recorded their agreement, 13.2% were neutral and only 4% (49) were disagreed with the response.

9. The difficulty level of the course is as per the level of the programme.
1,231 responses



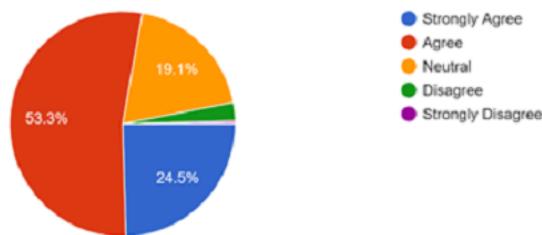
10. **The self-check exercises provided in the Unit facilitate learning outcomes** - It is evident that 89.2% (Strongly Agreed –33.6 + Agreed –55.6) Academic Counsellors were agreed, 8.7% (107) were neutral and only 2% (25) Academic Counsellors had recorded their disagreement to this response.

10. The self-check exercises provided in the Unit facilitate learning outcomes.
1,231 responses



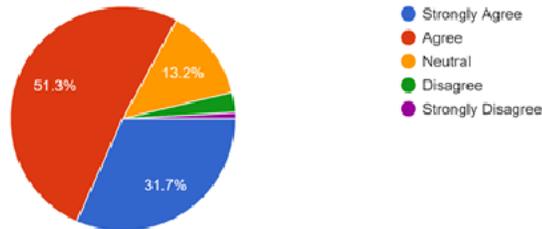
11 Supplementary academic counselling support through Gyanvani/ Gyandhara/ Gyandarshan channels and Web Enabled Academic Support (WEAS) facilitate the attainment of learning outcomes. - The feedback of point shows that about 77.8% (Strongly Agreed –24.5 + Agreed –53.3) Academic Counsellors endorsed their agreement, 19.1% (235) were neutral and only 2.7% Academic Counsellors disagreed with the response.

11. Supplementary academic counselling support through Gyanvani/ Gyandhara/ Gyandarshan channels and Web Enabled Academic Support (WEAS) facilitate the attainment of learning outcomes.
1,231 responses



12. Social media platforms used by IGNOU like Face book, Twitter, YouTube, Instagram, Zoom, WebEx, GoogleMeet, MS Teams etc. for teaching-learning and student support, enhance learning outcomes. - The response clearly shows that about 83% (Strongly Agreed – 31.7+ Agreed –51.3) Academic Counsellors had agreed, 13,2% were neutral and only 2.9% Academic Counsellors recorded their disagreement on this query.

12. Social media platforms used by IGNOU like Face book, Twitter, YouTube, Instagram, Zoom, WebEx, GoogleMeet, MS Teams etc. for teaching-...and student support, enhance learning outcomes.
1,231 responses



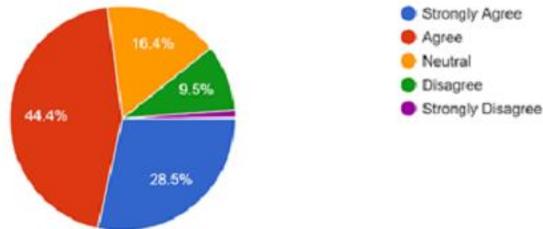
13. The assignments help learners in grasping the course content and achieving the learning outcomes - The feedback collected clearly shows about 91.1% (Strongly Agreed –48 + Agreed –43.1) Academic Counsellors had agreed, 5.9% (73) were neutral and only 2.4% (30) had recorded their disagreement to this response.

13. The assignments help learners in grasping the course content and achieving the learning outcomes.
1,231 responses



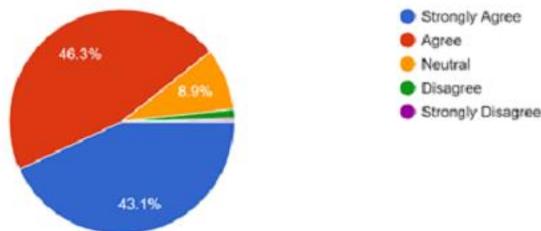
14. You find it convenient to evaluate the assignments online - The feedback clearly shows about 72.9% (Strongly Agreed –28.5 + Agreed –44.4) Academic Counsellors had agreed, 16.4% (202) were neutral and only 9.5% (117) Academic Counsellors had recorded their disagreement.

14. You find it convenient to evaluate the assignments online.
1,231 responses



15. **Project work/Field work/ Internship/ Practical's (wherever applicable) have helped learners in acquiring the desired skills and competencies.** It is clearly shows about 89.4% (Strongly Agreed – 43.1 + Agreed – 46.3) Academic Counsellors had agreed, 8.9% (109) were neutral and only 1.4% (17) Academic Counsellors had disagreed to this response.

15. Project work/Field work/ Internship/ Practicals (wherever applicable) have helped learners in acquiring the desired skills and competencies.
1,231 responses



4. Conclusion and recommendations

The above findings are the evidence of the fact that the Academic Counsellors in the distance education system bridge the gap between the learner and IGNOU in different capacity *i.e.* as guide, counsellor, as an evaluator and through global comments on their assignment. It is encouraging that majority of academic counsellors are having positive reply towards different activities related to counselling, study material, evaluation, elearning and other student support services.

Positive responses of academic counsellors are ranged from >50% to >90% across different parameters of the Attitude scale. Keeping in view the analysis of responses of academic counsellors, it can be concluded that there is quite significant and positive feedback from the academic counsellors in respect of various indicators of Open and Distance Education system. The positive attitude of academic counsellors toward teaching-learning process are relatively satisfactorily.

Having the positive note of academic counsellors towards Open and Distance Learning, the more involvement of academic counsellors may further be utilised for development of new programmes, collaboration for need based programmes and for strengthening the teaching learning process through a synergistic approach of both conventional and ODL systems.

5. Annexure I – Survey tool adopted by CIQA

Dear Madam/Sir,

The Education system of our country is presently undergoing a major transformation consequent upon the implementation of the National Education Policy 2020, which focuses on multidisciplinary, holistic, multilingual, skill based, employable, global, inclusive, and outcome-based learning. IGNOU has already begun working in this direction, keeping these objectives in mind.

Academic Counselling is a vital component of teaching-learning process in the Open and Distance Learning (ODL) system and your role is pivotal for its success. You provide the much-needed human interface to the distance learner by providing academic support and addressing queries and doubts during their academic pursuits. Accordingly, the University would like to have your feedback on the teaching-learning process.

You are requested to spare 10-15 minutes of your valuable time for filling up the feedback form given below. Your responses will be kept confidential.

Part I: Basic Information

1. Name of Academic Counsellor:
2. Gender: A. Male B. Female C. Third gender
3. Age Group (in years): A. 25 to 35 B. 36 to 45 C. 46 to 55 D. 56 and above
4. Category: A. SC B. ST C. OBC D. GEN

5. Mobile Number:

6. Email id:

7. Empanelment Id of Academic Counsellor:

8. Name of Regional Centre:

9. LSC Name (Code No.):

10. Programme(s) (separate with comma):

11. Course Code(s) (separate with comma):

12. Total experience as an Academic Counsellor in IGNOU (number of years): _____

13. Have you attended Orientation Programme(s) conducted by IGNOU:

a) Systemic (ODL): Yes/No?

b) Discipline specific: Yes/No?

Part II: Feedback of Academic Counsellor

Please rate each item on a five-point rating scale ranging from, Strongly Agree (SA), Agree(A), Neutral(N), Disagree(D), Strongly Disagree (SD):

Curricular Components and Delivery						
S.No	Statement	SA	A	N	D	SD
1.	Programme specific learning outcomes have been clearly spelt out in the programme guide and prospectus.					
2.	The introduction in every Block has clearly stated course specific outcomes (objectives).					
3.	The learning outcomes (objectives) have been clearly spelt out in every Unit of the Block.					
4.	Learners are aware about the learning outcomes.					
5.	Learners prefer to study from the printed study material only.					
6.	Learners prefer to study through IGNOU e-Content App.					
7.	Learners prefer to use the study material available on eGyankosh/ Web Enabled Academic Support (WEAS).					
8.	The language used in the Units/study materials is easy to understand.					
9.	The difficulty level of the course is as per the level of the programme.					

10.	The self-check exercises provided in the Unit facilitate learning outcomes.					
11.	Supplementary academic counselling support through Gyanvani/ Gyandhara/ Gyandarshan channels and Web Enabled Academic Support (WEAS) facilitate the attainment of learning outcomes.					
12.	Social media platforms used by IGNOU like Face book, Twitter, YouTube, Instagram, Zoom, WebEx, GoogleMeet, MS Teams etc. for teaching-learning and student support, enhance learning outcomes.					
13.	The assignments help learners in grasping the course content and achieving the learning outcomes.					
14.	You find it convenient to evaluate the assignments online.					
15.	Project work/Field work/ Internship/ Practicals (wherever applicable) have helped learners in acquiring the desired skills and competencies.					

Thanks for providing your valuable feedback. Your responses will be kept confidential.
