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ACADEMICS' FEEDBACK ANALYSIS REPORT (2025-2026)



CENTRE FOR INTERNAL QUALITY ASSURANCE
AND
NEP CELL

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Table of Content

1. Preamble
2. Methodology
   2.1 Objectives
   2.2 Target Group
   2.3 Tools and Techniques
   2.4 Data Collection
   2.5 Data Analysis
3. Results and Discussion
   3.1 Profile of Respondents
   3.2 Awareness and Usage of AI Tools
   3.3 Perception of AI in Open, Distance, and Digital Learning (ODDL)
   3.4 Challenges faced by Academics in Using AI Tools
   3.5 Training Needs
   3.6 Major Benefits of AI in Open, Distance, and Digital Learning (ODDL)
   3.7 Suggestions for Effective Integration of AI in IGNOU's ODDL System
4. Conclusion



ACADEMICS' FEEDBACK ANALYSIS REPORT (2025–2026)

1. PREAMBLE

Artificial Intelligence (AI) is rapidly transforming the landscape of higher education by enhancing teaching-learning processes, learner support, academic functions, research, and institutional decision-making. In the context of Open, Distance, and Digital Learning (ODDL), AI offers significant opportunities to strengthen learner-centric education through personalized learning pathways, intelligent learner support, content generation, learning analytics, and data-driven academic governance. Recognizing the growing relevance of AI in achieving the objectives of the National Education Policy (NEP) 2020 and promoting quality in ODDL, the Centre for Internal Quality Assurance (CIQA), conducted a survey to understand the awareness, usage, perceptions, challenges, and training requirements of the University's academics regarding AI integration in ODDL.

The Academics' Feedback Form on AI Integration in ODDL (2025–2026) was designed to capture the perspectives of academics working across Regional Centres, Divisions, Centres, Units, and Cells of the University. The questionnaire comprised six thematic sections: demographic information, awareness and usage of AI tools, perception towards AI-enabled ODDL, challenges encountered in adopting AI technologies, training needs, and suggestions for strengthening AI integration within the University ecosystem.

A total of 99 responses were received from approximately 190 eligible participants, representing a response rate of approximately 52.1%. The respondents representing diverse functional areas of the University which include Regional Directors, Additional Directors, Deputy Directors, Assistant Regional Directors, Assistant Directors, Librarian, and Deputy Librarian, with varying levels of professional experience. The survey findings provide valuable insights into the current status of AI adoption among academics and identify areas requiring institutional support, capacity building, and policy interventions for the effective integration of AI in ODDL.

The analysis presented in this report highlights the extent of AI awareness, the most commonly used AI tools, patterns of AI usage in academic functions, perceptions regarding the effectiveness of AI in improving learner support and institutional efficiency, challenges associated with AI adoption, and priority areas for future training. The findings are expected to guide IGNOU in formulating evidence-based strategies, capacity-building programmes, and institutional policies for the ethical, effective, and sustainable integration of Artificial Intelligence in academic functions and learner support services.

This report serves as an important reference document for strengthening AI-enabled governance and academic support mechanisms at IGNOU while contributing to the University's ongoing efforts towards quality enhancement, digital transformation, and innovation in ODDL.

2. METHODOLOGY

The study employed a mixed-method research design, integrating both quantitative and qualitative approaches to obtain a comprehensive understanding of the awareness, usage, perceptions, challenges, and training needs of academics regarding the integration of Artificial Intelligence (AI) in ODDL at IGNOU. The mixed-method approach enabled the collection and analysis of quantitative data alongside qualitative insights, thereby facilitating a comprehensive interpretation of participants' experiences, perceptions, and recommendations.

The study adopted a systematic and structured feedback-based research framework. Data were collected through a specially designed questionnaire comprising both closed-ended and open-ended questions. The questionnaire was administered online to academics working across Regional Centres, Divisions, Centres, Cells, Units at the Headquarters of the University.

The quantitative component captured information relating to the level of awareness of AI tools, familiarity with different AI applications, frequency and areas of AI usage, perceptions regarding the role of AI in academic functions and learner support, challenges encountered during AI adoption, and institutional training requirements. The qualitative component elicited respondents' views on institutional preparedness, concerns, expectations, and suggestions for the responsible and effective integration of AI within IGNOU's academic ecosystem.

The collected data were analysed using appropriate quantitative and qualitative techniques. Quantitative responses were subjected to descriptive statistical analysis to identify patterns and trends, while qualitative responses were analysed through thematic analysis to derive meaningful insights into respondents' experiences and recommendations. The integration of findings from both quantitative and qualitative data provided a holistic understanding of the current status of AI adoption among academics at IGNOU.

2.1 OBJECTIVES

The study was conducted with the following objectives:

- To assess the level of awareness and familiarity of academics with AI tools used in academic functions and learner support.
- To examine the frequency and areas of AI usage in academic support, learner support services, planning, coordination, and institutional management activities.
- To analyse respondents' perceptions regarding the role and effectiveness of AI in enhancing efficiency, quality, and responsiveness in ODDL.
- To identify the technological, institutional, operational, and ethical challenges encountered while adopting AI tools.
- To ascertain the training and capacity-building requirements for the effective, ethical, and responsible use of AI in academic functions.
- To collect suggestions for promoting meaningful, sustainable, and institution-wide integration of AI within IGNOU.

2.2 TARGET GROUP

The target population for the study comprised academics of IGNOU, including Senior Regional Directors, Additional Directors, Regional Directors, Deputy Directors, Assistant Regional Directors, Assistant Directors, Librarian, and Deputy Librarians, posted at Regional Centres, Divisions, Centres, Cells, Units, of the University.

Out of approximately **190 academics**, a total of **99 respondents** participated in the study, representing a broad spectrum of academic units across the University. The diversity of respondents provides a comprehensive understanding of AI awareness, adoption, and expectations among personnel engaged in academic functions and learner support services.

2.3 TOOLS AND TECHNIQUES

Data were collected using a structured online questionnaire titled **"Academics' Feedback Form on AI Integration"** (Annexure-I). The questionnaire consisted of six sections:

- **Section A:** General Information (included gender, age group, designation, place of posting, and years of service)
- **Section B:** Awareness and Usage of AI Tools (included awareness of AI tools, familiarity with AI applications, frequency of use, and areas of utilization)
- **Section C:** Perception of AI in ODDL (included perceived impact of AI on academic functions, learner support, institutional efficiency, decision-making, and service delivery)
- **Section D:** Challenges in Using AI (included technological, ethical, institutional, infrastructural, policy-related, and operational challenges)
- **Section E:** Training Needs (identified areas requiring institutional capacity building and professional development)
- **Section F:** Suggestions for Improvement (included open-ended responses regarding future integration of AI in academic functions and learner support at IGNOU)

The questionnaire included both closed-ended and open-ended questions to capture quantitative trends as well as qualitative insights.

2.4 DATA COLLECTION

The questionnaire was administered online using **Google Forms**. The survey link was circulated electronically among academics through official communication channels. Participation in the survey was voluntary.

Respondents were informed about the objectives of the study and assured that the information collected would be used exclusively for academic research, institutional planning, and quality enhancement initiatives. The questionnaire remained open for a specified period, enabling officials from various Regional Centres, Divisions, Centres, Cells, and Units to participate.

A total of **99 valid responses** were received and considered for analysis.

2.5 DATA ANALYSIS

The responses collected through the online questionnaire were compiled electronically and analysed using descriptive statistical techniques.

- Frequencies and percentages were computed to summarise the responses.
- Graphical representations, including pie charts, bar charts, and tables, were used to present trends and patterns.
- Responses to open-ended questions were analysed using thematic analysis to identify recurring themes relating to institutional preparedness, challenges, expectations, policy requirements, and recommendations.

The analysis focused on understanding the extent of AI awareness and adoption among academics, their perceptions regarding AI-enabled academic functions and learner support, the challenges encountered during AI implementation, and the institutional interventions required for promoting responsible, effective, and sustainable AI integration across IGNOU's ODDL ecosystem.

Limitations of the Study

The findings are based on self-reported responses from 99 academics. The study reflects perceptions at a specific point in time and may not fully represent all employees of the University. However, the responses provide valuable insights for institutional planning and future policy development.

3. RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the feedback received from academics of the University regarding their awareness, usage, perceptions, challenges, and training needs related to the integration of Artificial Intelligence (AI) in academic functions and learner support at IGNOU. The findings are based on responses received from officials representing Regional Centres, Divisions, Centres, Cells, Units, and other academic establishments of the University, encompassing a wide range of academic positions, age groups, and professional experience.

3.1 PROFILE OF RESPONDENTS

The Academics' Feedback Survey for the Academic Year **2025–2026** received responses from **99 academics** representing various Regional Centres, Divisions, Centres, Cells, Units and other academic establishments of the University. The profile of respondents indicates broad participation from officials occupying different academic positions, age groups and levels of

professional experience, thereby enhancing the reliability and representativeness of the findings.

A) Gender-wise Distribution

The survey received responses from both male and female academics, ensuring balanced representation. Figure 1 presents the gender-wise distribution of respondents. Of the total respondents, **67.7% were male**, while **32.3% were female**, indicating active participation from both genders across the University's academic system.

The balanced representation provides a comprehensive understanding of perceptions regarding Artificial Intelligence (AI) across different sections of academic functions.

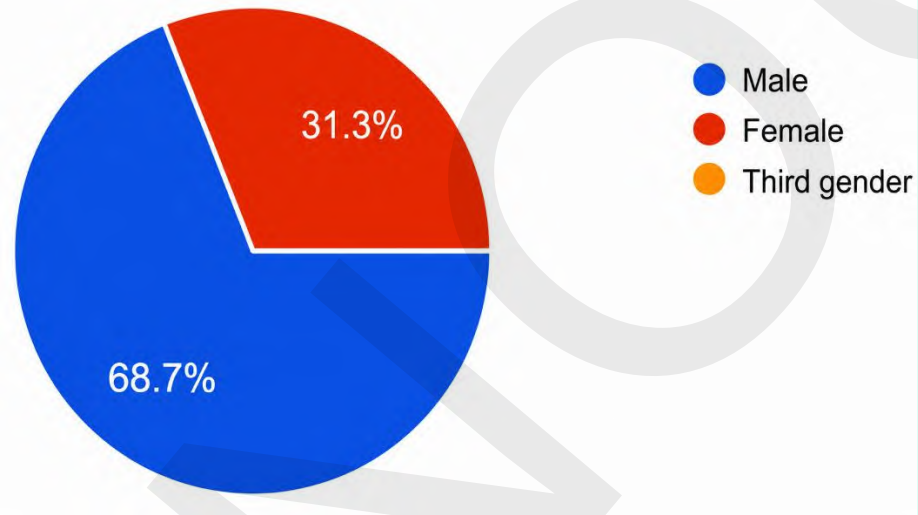


Fig. 1: Gender-wise Distribution of Respondents

B) Age-wise Distribution

The age profile of respondents reflects that the majority of academics belong to the experienced age groups. As shown in Fig. 2, the largest proportion of respondents falls in the 46–55 years age group (46.2%), followed by those aged 56 years and above (27.5%). In comparison, 23.1% of the respondents belong to the 36–45 years age group, while only 3.3% are in the 25–35 years category. The findings indicate that the survey primarily represents experienced professionals occupying mid- to senior-level academic positions, thereby providing informed perspectives on the integration of Artificial Intelligence (AI) in the ODDL system.

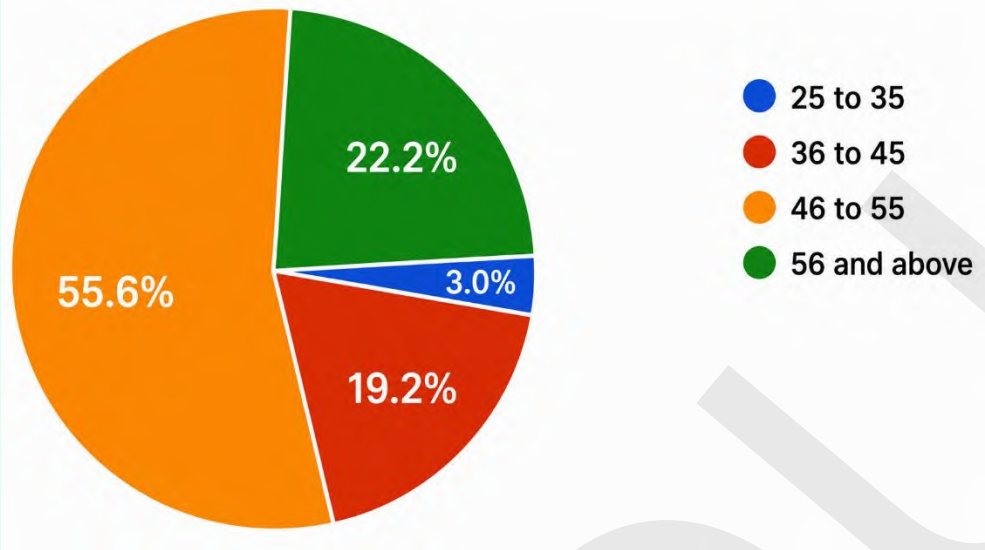


Fig. 2: Age-wise Distribution of Respondents

C) Designation-wise Distribution

Figure 3 presents the designation-wise distribution of the 99 respondents. The largest share comprises Regional Directors (37.4%), followed by Assistant/Regional Directors (20.2%), Senior/Regional Directors (14.1%), and Deputy Directors (12.1%). Smaller proportions include Assistant Directors (4.0%) and another Assistant Director category (3.0%), while Librarians account for 3.0% of the respondents. Overall, the findings indicate that the survey is predominantly represented by senior and middle-level academics from Regional Centres, ensuring that the feedback reflects the perspectives of personnel actively involved in the management and implementation of ODDL at IGNOU.

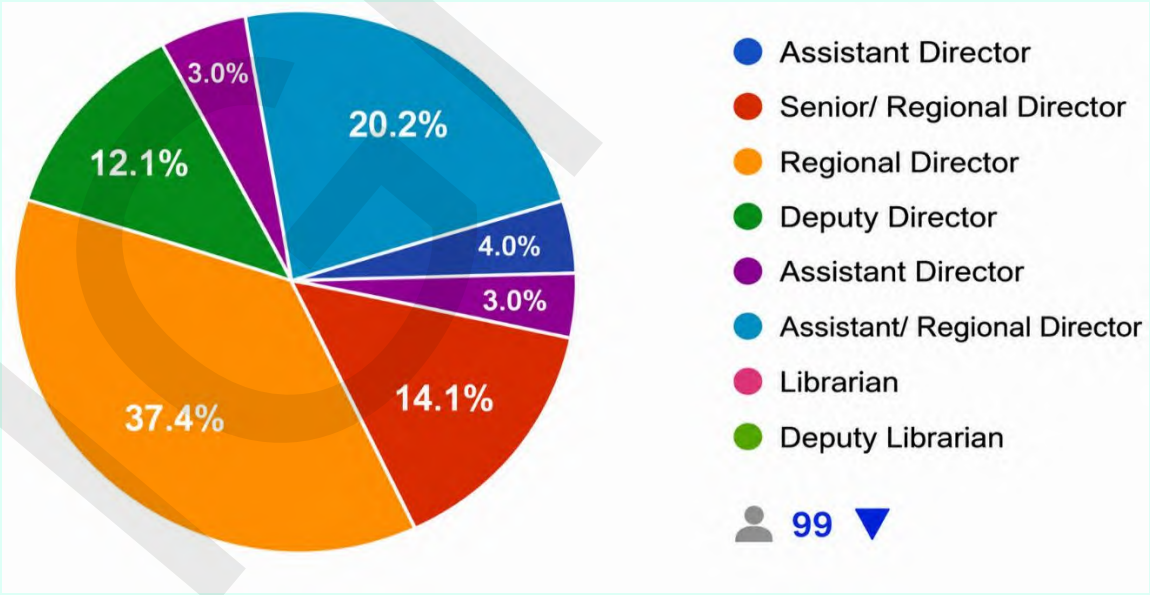


Fig. 3: Designation-wise Distribution of Respondents

D) Professional Experience

The survey responses were predominantly received from experienced academics. Figure 4 illustrates the distribution of respondents according to years of professional experience at IGNOU.

The figure illustrates the respondents' years of professional experience, showing that the majority (56.6%) have **10–20 years** of experience, indicating a predominantly experienced workforce. Nearly one-fourth (24.2%) of the respondents have **less than 5 years** of experience, while **19.2%** possess **more than 20 years** of professional experience. Notably, no respondents fall within the **5–10 years of** experience category. Overall, the distribution reflects that most participants have substantial professional experience, providing a strong foundation for informed perspectives and reliable feedback.

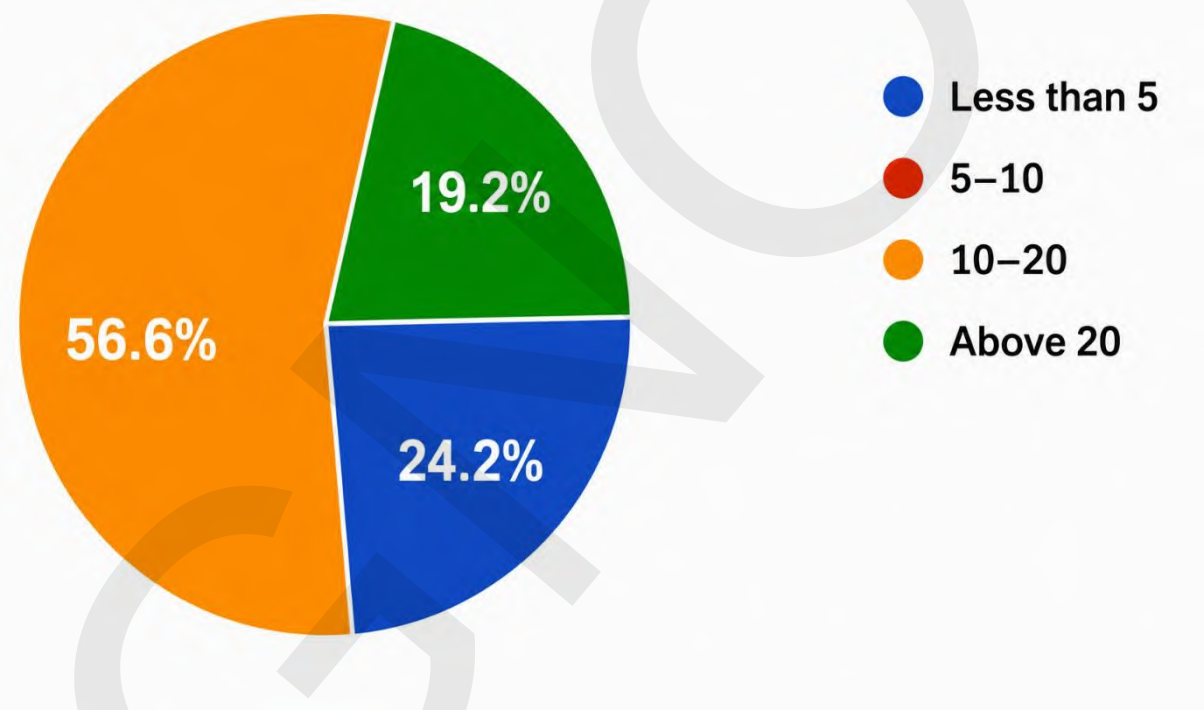


Fig. 4: Professional Experience (in years) of Respondents

The respondent profile demonstrates that the feedback has been obtained from a diverse and experienced group of academics representing different academic positions and levels of professional experience across the University. The representation from Regional Centres, Divisions, Centres, Cells and Units provides a sound basis for interpreting the findings related to awareness, adoption, perceptions, challenges and training needs concerning the integration of Artificial Intelligence (AI) in IGNOU's ODDL ecosystem.

3.2 AWARENESS AND USAGE OF AI TOOLS

This section examines the awareness, familiarity, frequency of use, and application of Artificial Intelligence (AI) tools among academics of IGNOU. A total of **99 respondents** participated in this section of the survey, providing valuable insights into the current level of AI adoption in academic functions and learner support activities across the University.

A) Awareness of AI Tools

The findings indicate a **very high level of awareness** of Artificial Intelligence (AI) tools among academics. As shown in **Fig. 5**, an overwhelming majority of the respondents (**92.9%**) reported that they are aware of AI tools that can support academic functions, learner services, and institutional management, while only **7.1%** indicated that they were not aware of such tools. This high level of awareness suggests that AI is increasingly becoming an integral component of contemporary academic functions and that academics recognize its potential to enhance institutional efficiency, learner support, communication, and decision-making processes. The findings demonstrate a strong readiness among respondents for the adoption and integration of AI-driven solutions, providing a solid foundation for expanding AI-enabled academic governance, digital transformation, and institutional capacity-building initiatives within the ODDL system.

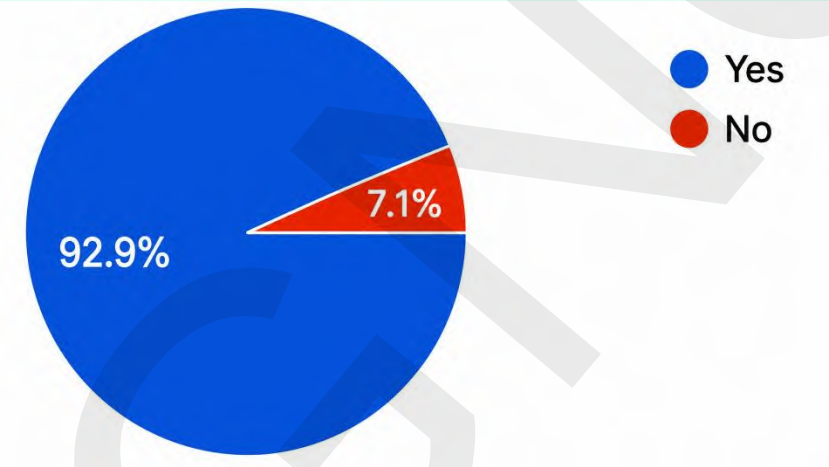


Fig. 5: Awareness of AI Tools among respondents

B) Familiarity with Different AI Tools

Respondents were asked to indicate the AI tools with which they were familiar. The findings (Fig. 6) reveal that **ChatGPT (95.8%)** is the most widely recognized AI platform among academics, followed by **Gemini** (62.1%) and **Grammarly (54.7%)**. Moderate familiarity was reported for **Perplexity (28.4%)**, whereas comparatively fewer respondents were familiar with **Claude**, **AI-enabled Learning Management System (LMS) tools**, and **Grok**.

The results indicate that respondents were most familiar with mainstream generative AI applications for content generation, drafting official communications, information retrieval, report preparation, and language editing. The comparatively lower familiarity with specialized educational AI platforms highlights the need for orientation programmes and institutional exposure to emerging AI technologies relevant to academic functions.

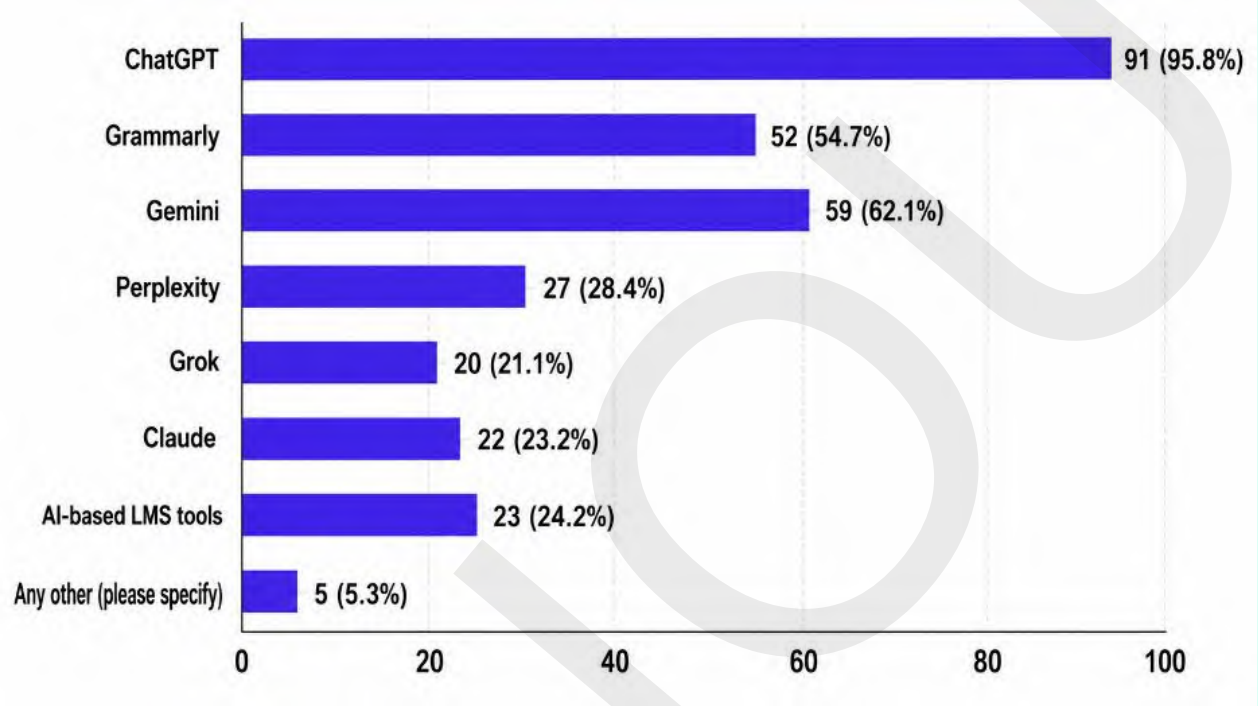


Fig. 6: Familiarity with AI Tools

The widespread familiarity with generative AI tools demonstrates that academics have begun integrating AI into routine professional activities. However, increasing awareness of specialized AI applications designed for educational management and learner analytics would further strengthen institutional preparedness for AI-enabled governance.

C) Frequency of AI Usage

The survey findings (Fig. 7) indicate that AI tools have become part of the routine professional activities of many academics. A considerable proportion of respondents reported using AI **daily (30.2%)**, while others indicated using AI several times each week or occasionally depending on work requirements. A relatively small proportion reported rare or no use of AI tools.

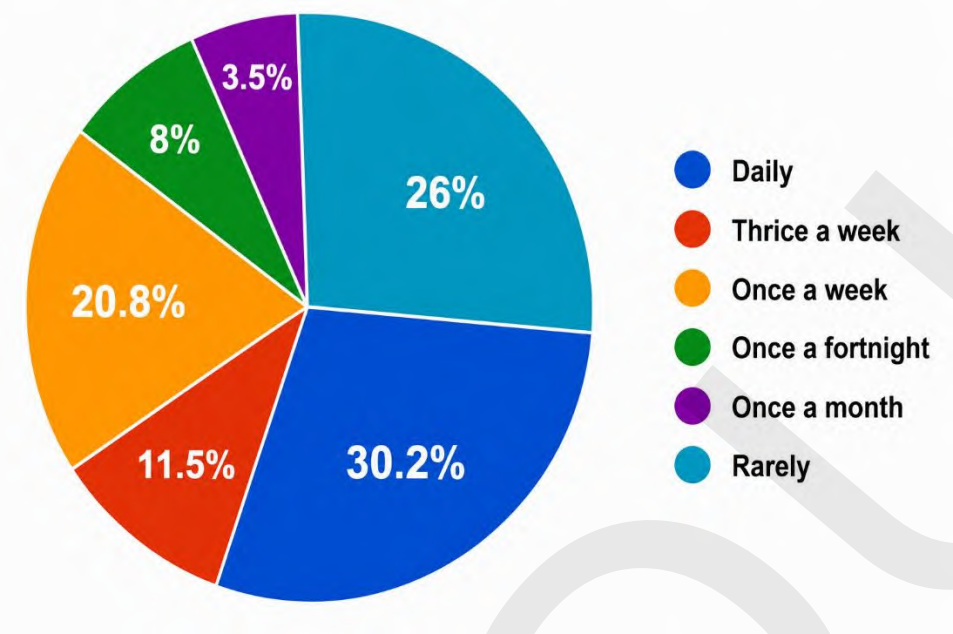


Fig. 7: Frequency of AI Tool Usage

The findings suggest that although awareness of AI is nearly universal, the intensity of usage varies among respondents. Regular users have incorporated AI into their daily academic support activities, whereas occasional users may still be exploring its potential or require additional institutional support and training.

D) Areas of AI Application

Academics reported using AI tools across a wide range of academic support functions. The most common application was **preparation of official documents, reports, letters, and presentations**, followed by **editing and language improvement**. AI was also extensively used for **information retrieval**, **communication drafting**, **data analysis**, **graphics and presentation development**, and **decision support**.

Several respondents reported using AI for **learner support**, **policy drafting**, **planning and monitoring**, **meeting documentation**, **research**, and **knowledge management**, whereas comparatively fewer respondents indicated using AI for **institutional analytics**, **workflow automation**, and **decision-support systems**.

These findings (Fig. 8) demonstrate that AI is currently being used primarily as a productivity-enhancing tool that improves the efficiency, quality, and speed of routine functions. The relatively limited application of AI in institutional analytics and decision support indicates considerable scope for expanding AI adoption through targeted capacity-building programmes and institutional initiatives.

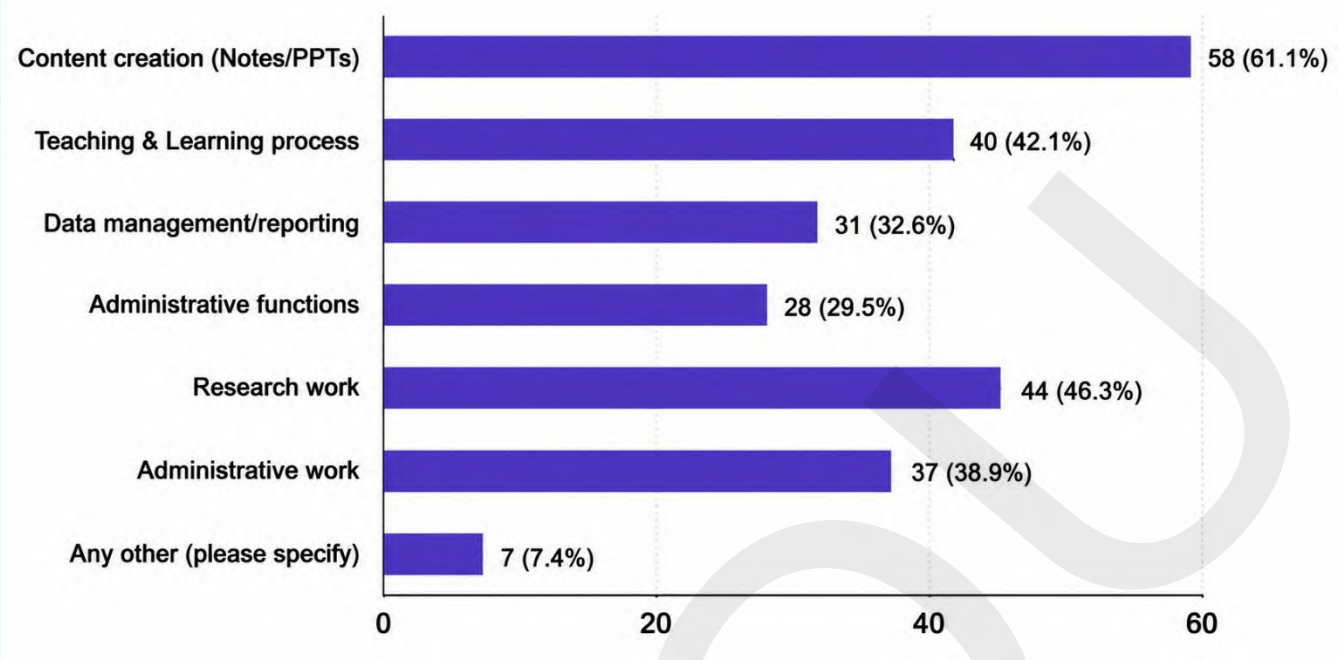


Fig. 8: Areas of AI Tool Usage

The findings presented in this section demonstrate that academics possess a high level of awareness and familiarity with Artificial Intelligence technologies, particularly generative AI platforms such as ChatGPT, Gemini, and Grammarly. AI is increasingly being integrated into routine academic activities, with the highest usage reported for **content creation such as preparing notes and presentations (58 respondents; 61.1%)**, followed by **research work (44; 46.3%)**, **teaching and learning processes (40; 42.1%)**, and **administrative work (37; 38.9%)**. A considerable proportion of respondents also reported using AI for **data management and reporting (31; 32.6%)** and **administrative functions (28; 29.5%)**, while only **7 respondents (7.4%)** indicated using AI for other purposes. These findings suggest that AI is primarily being utilized to enhance academic content development, research productivity, and routine functions efficiency. However, the results also reveal substantial opportunities to expand AI applications in institutional analytics, workflow automation, decision-support systems, and strategic planning. Overall, the findings underscore the need for continued institutional support, professional development programmes, and comprehensive policy frameworks to promote the effective, ethical, and responsible integration of AI into IGNOU's academic functions and learner support ecosystem.

3.3 PERCEPTION OF AI IN OPEN, DISTANCE, AND DIGITAL LEARNING (ODDL)

To understand the perceptions of academics regarding the role of Artificial Intelligence (AI) in ODDL, respondents were asked to indicate their level of agreement with five statements relating to academic functions, learner support, institutional efficiency, decision-making, and service delivery. The responses indicate an overwhelmingly positive perception of AI, reflecting its growing acceptance as an important technology for enhancing institutional effectiveness and learner-centric services in ODDL.

Table 1: Academics Perception of AI in ODDL

Sl. No.	Statements regarding AI in ODDL	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	AI enhances the quality and efficiency of academic functions.	32 (32.3%)	48 (48.5%)	13 (13.1%)	4 (4.0%)	2 (2.0%)
2	AI improves learner support and student services in ODDL.	29 (29.3%)	50 (50.5%)	14 (14.1%)	4 (4.0%)	2 (2.0%)
3	AI supports evidence-based planning and institutional decision-making.	31 (31.3%)	49 (49.5%)	13 (13.1%)	4 (4.0%)	2 (2.0%)
4	AI enhances efficiency in routine administrative tasks.	35 (35.4%)	47 (47.5%)	11 (11.1%)	4 (4.0%)	2 (2.0%)
5	AI contributes to better communication and service delivery in ODDL.	28 (28.3%)	49 (49.5%)	16 (16.2%)	4 (4.0%)	2 (2.0%)

* Figures in the parenthesis represent percentage

Table 1 presents the perceptions of academics regarding the role of Artificial Intelligence in strengthening academic functions and learner support within the ODDL system. The findings reveal an overwhelmingly positive attitude towards AI adoption across all dimensions.

A substantial majority of respondents agreed that **AI enhances efficiency in routine administrative tasks**, with **82.9%** either strongly agreeing (35.4%) or agreeing (47.5%). This indicates that respondents perceive AI as an effective tool for improving productivity in activities such as preparing reports, drafting official correspondence, managing records, analysing institutional data, scheduling meetings, and streamlining workflows.

Similarly, **80.8%** of respondents agreed that **AI enhances the quality and efficiency of academic functions**, suggesting that academics recognize AI's potential to strengthen institutional governance, improve coordination, facilitate academic planning, and support quality assurance processes.

The statement that **AI supports evidence-based planning and institutional decision-making** also received strong endorsement, with **80.8%** of respondents expressing agreement. This reflects growing confidence in AI-driven analytics for monitoring institutional performance, analysing learner data, forecasting trends, and supporting informed decisions.

Respondents also expressed highly positive perceptions regarding the role of AI in **improving learner support and student services**, with **79.8%** agreeing or strongly agreeing that AI can enhance learner interactions through intelligent support systems, virtual assistants, automated communication, and timely dissemination of academic information.

Although respondents also viewed AI positively in relation to **communication and service delivery**, the overall agreement (77.8%) was comparatively lower than other dimensions. This

statement recorded the highest proportion of neutral responses (16.2%), suggesting that some respondents remain cautious regarding the practical implementation of AI-driven communication systems or feel that human interaction should continue to play a central role in learner support.

Overall, the findings demonstrate that academics possess favourable perceptions towards AI integration in IGNOU's ODDL system. The relatively low level of disagreement across all statements further reinforces the growing institutional acceptance of AI as a transformative technology capable of enhancing efficiency, transparency, responsiveness, and evidence-based governance within higher education.

3.4 CHALLENGES FACED BY ACADEMICS IN USING AI TOOLS

The adoption of Artificial Intelligence (AI) in academic functions and learner support offers significant opportunities for improving institutional efficiency and service delivery. However, academics continue to encounter several challenges that affect the effective integration of AI into routine academic support functions.

The survey findings reveal that **ethical concerns related to plagiarism, misinformation, and misuse of AI-generated content** constitute the most significant challenge reported by respondents. This indicates widespread concern regarding the authenticity of official documents, responsible use of AI, copyright issues, and the need to maintain academic integrity while adopting AI technologies.

Another major concern identified by respondents relates to **data privacy and information security**, reflecting apprehensions about the protection of confidential institutional records, and learner information while using cloud-based AI platforms.

Respondents also highlighted **the lack of clear institutional policies and guidelines governing AI use** as an important barrier. The absence of standardized procedures for acceptable AI usage creates uncertainty regarding accountability, ethical practices, and the scope of AI implementation within academic functions.

In addition, a substantial proportion of respondents identified **limited access to advanced AI tools**, **insufficient training opportunities**, and **the high cost of premium AI applications** as challenges that restrict wider adoption. These findings suggest that although awareness of AI is high, effective implementation requires institutional investment in licensed AI platforms, technical infrastructure, and structured capacity-building programmes.

Comparatively fewer respondents considered **lack of institutional support** and **resistance to technological change** as major barriers, indicating that academics generally demonstrate a positive attitude towards AI adoption but require appropriate policy support, infrastructure, and professional development to use AI confidently and responsibly.

Overall, the findings suggest that successful AI integration within IGNOU's ODDL system requires a comprehensive institutional strategy that includes ethical governance, robust data protection measures, clearly defined AI policies, enhanced access to AI technologies, continuous professional development, and sustained academic support.

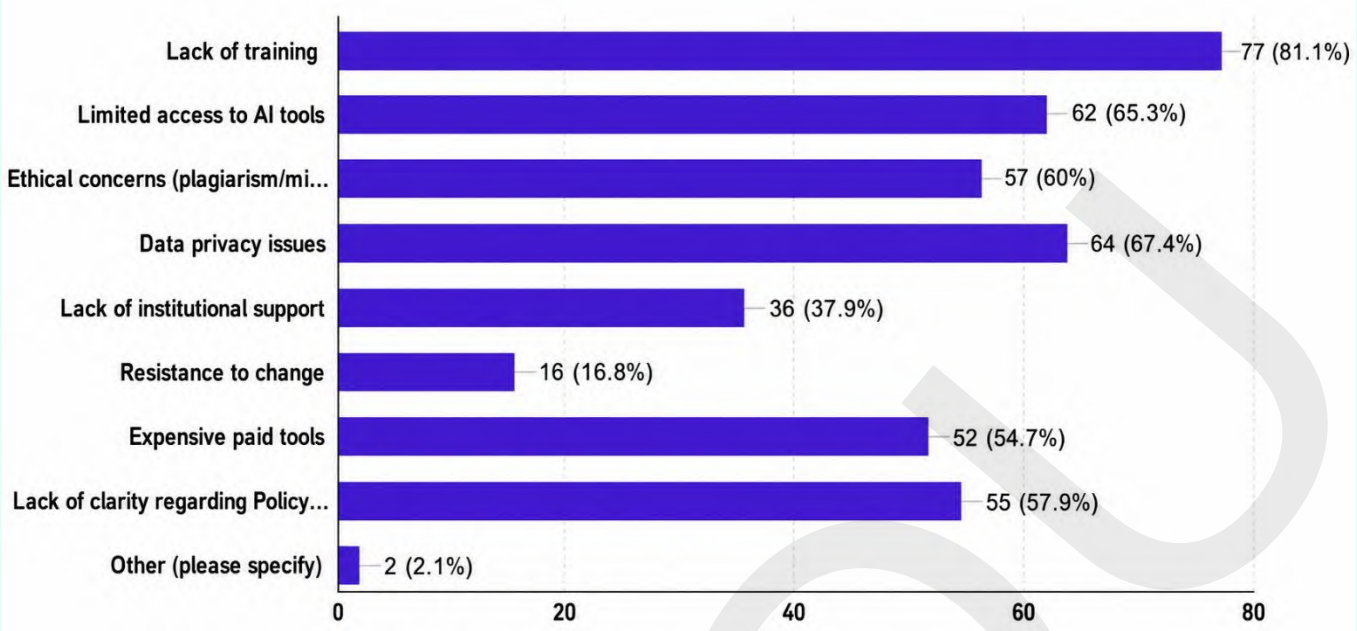


Fig. 9: Challenges faced by Academics in Using AI Tools

Figure 9 shows that **ethical concerns related to plagiarism and misuse of AI (86%)** emerged as the most frequently reported challenge among academics. This was followed by **data privacy and security concerns (74%)**, **lack of institutional AI policies (70%)**, and **limited access to AI tools (67%)**. More than half of the respondents also reported **lack of training (63%)** and the **high cost of premium AI applications (59%)** as barriers to effective AI adoption.

In comparison, relatively fewer respondents considered **lack of institutional support (29%)** and **resistance to technological change (13%)** as major impediments. The findings indicate that while academics are generally receptive to AI-enabled transformation, they require stronger institutional frameworks, ethical guidelines, secure technological infrastructure, wider access to AI resources, and continuous professional development to facilitate responsible and effective AI integration within IGNOU's academic functions and learner support ecosystem.

The findings indicate that the principal barriers to AI adoption among academics are **policy- and capacity-related rather than attitudinal**. The strong acceptance of AI, coupled with concerns about ethics, governance, privacy, and training, underscores the need for IGNOU to develop a comprehensive institutional AI framework, establish clear operational guidelines, provide licensed AI tools, and implement regular training programmes. Addressing these challenges will enable academics to leverage AI more effectively for enhancing governance, learner support, quality assurance, and academic efficiency within the University's ODDL system.

3.5 TRAINING NEEDS

Academics were asked to identify the areas in which they require training for the effective integration and use of Artificial Intelligence (AI) in academic functions, learner support, and institutional management. Since respondents could select multiple options, the frequencies

represent the number of respondents expressing a need for training in each area. The analysis reveals a strong demand for structured capacity-building programmes across various AI-related domains, reflecting respondents' willingness to strengthen their competencies for the effective and ethical adoption of AI within IGNOU's ODDL ecosystem.

The findings presented in Fig. 10 indicate that AI-based learner support systems emerged as the highest priority training requirement, with 76 respondents (79.2%) expressing the need for capacity building in this area. This suggests that academics recognize the potential of AI-powered chatbots, virtual assistants, automated helpdesks, and intelligent communication systems to enhance learner services, counselling, grievance redressal, and overall academic support. AI in assessment and evaluation was identified as the second highest training priority by 71 respondents (74.0%), followed by AI tools for content development (68 respondents; 70.8%). Training on Ethical Use of AI and AI for research and academic writing was considered important by 65 respondents (67.7%) each, reflecting growing awareness of issues related to academic integrity, responsible AI use, transparency, data privacy, copyright, bias, and institutional accountability. Comparatively, AI for learner analytics was identified by 57 respondents (59.4%), indicating that while interest in data-driven learner monitoring and decision-making is substantial, it remains a relatively lower training priority than other AI application areas.

Overall, the findings demonstrate a clear requirement for comprehensive institutional training programmes that combine technical skills with ethical awareness, enabling academics to use AI effectively, responsibly, and confidently in managing academic and learner-support functions.

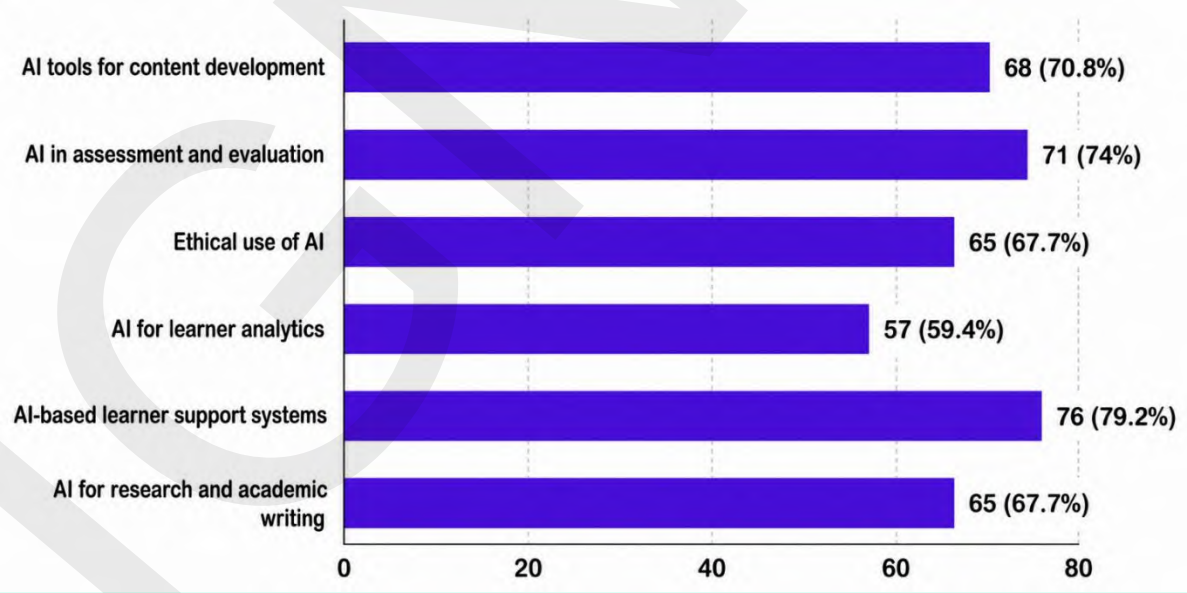


Fig. 10: Training Needs of Academics for Effective AI Integration in ODDL

The findings clearly indicate that academics recognize the transformative potential of Artificial Intelligence in strengthening academic functions, learner support, institutional planning, and quality assurance. The high demand for training in ethical AI practices, learner support systems, academic decision-making, documentation, data analytics, and research support

reflects a proactive attitude towards adopting AI within institutional processes. At the same time, the prominence of ethical considerations highlights the need for responsible and transparent implementation of AI technologies.

Overall, the results suggest that while academics are receptive to integrating AI into their professional responsibilities, they require structured institutional support to develop the necessary competencies. Consequently, IGNOU should organize regular training programmes, workshops, hands-on demonstrations, certification courses, and awareness initiatives focusing on both the practical applications and ethical dimensions of AI. Such capacity-building efforts will play a critical role in promoting effective, responsible, and sustainable AI integration across the University's ODDL ecosystem.

3.6 MAJOR BENEFITS OF AI IN OPEN, DISTANCE, AND DIGITAL LEARNING (ODDL)

Analysis of the open-ended responses indicates that academics perceive Artificial Intelligence (AI) as a transformative technology capable of enhancing the quality, accessibility, efficiency, and scalability of ODDL The responses reveal the following key themes:

Theme	Key Benefits Reported by Respondents
1. Personalized and Adaptive Learning	AI enables customized learning pathways, adaptive content delivery, individualized feedback, self-paced learning, and learner-centric instructional design based on students' learning needs and progress.
2. Enhanced Learner Support Services	AI-powered virtual assistants and chatbots can provide 24×7 learner support, instant query resolution, academic counselling, grievance redressal, timely feedback, and reduce learner isolation.
3. Content Development and Teaching-Learning Enhancement	AI facilitates rapid content creation, instructional material development, multilingual translation, intelligent content recommendations, interactive learning resources, and improved teaching-learning processes.
4. Assessment, Evaluation and Feedback	Respondents highlighted AI's potential in automated assignment evaluation, objective assessment, plagiarism detection, instant feedback, question bank generation, timely result declaration, and improved examination processes.
5. Academic Efficiency and Automation	AI can automate routine Academic tasks such as admissions, registration, grade updating, data processing, report generation, documentation, and workflow management, thereby reducing workload and improving efficiency.
6. Data Analytics and Decision-Making	AI enables analysis of enrolment trends, learner behaviour, programme demand, institutional performance, predictive analytics, quality monitoring, and evidence-based planning for institutional decision-making.

7. Accessibility, Inclusivity and Multilingual Support	AI enhances accessibility for diverse learners, including differently-abled students, supports multilingual learning, improves access to educational resources, and promotes inclusive education across geographical locations.
8. Improved Quality Assurance and Institutional Effectiveness	AI strengthens quality assurance through continuous monitoring, learner analytics, transparency in evaluation, improved learner retention, institutional benchmarking, and data-driven quality improvement initiatives.
9. Time and Cost Efficiency	Respondents observed that AI saves time, reduces operational costs, minimizes manual effort, improves accuracy, and enables faster completion of academic processes.
10. Scalability of ODDL Systems	AI supports large-scale learner management, personalized services for heterogeneous learner populations, efficient handling of high enrolment, and expansion of quality education without proportionate increases in human resources.

The qualitative findings suggest that respondents perceive AI primarily as a tool for **enhancing learner support, personalizing learning experiences, improving academic efficiency, and enabling data-driven decision-making** within ODDL institutions. AI is also viewed as instrumental in strengthening assessment practices, expanding multilingual and inclusive education, and supporting institutional quality assurance. However, a few respondents cautioned that while AI can automate routine processes, **human oversight, empathy, and continuous monitoring remain essential** for ensuring educational quality and fairness.

3.7 SUGGESTIONS FOR EFFECTIVE INTEGRATION OF AI IN IGNOU'S ODDL SYSTEM

The suggestions provided by academics were analysed using thematic analysis and grouped into major themes. The findings indicate strong institutional support for the integration of Artificial Intelligence (AI) into IGNOU's ODDL ecosystem. Respondents emphasized that successful AI adoption requires a balanced approach combining policy support, capacity building, technological infrastructure, ethical governance, and continuous institutional monitoring.

The major themes emerging from the responses are presented below:

1. Capacity Building and Continuous Professional Development

The most frequently suggested requirement was the organization of regular training programmes, workshops, seminars, certification courses, and hands-on demonstrations on AI applications. Respondents emphasized that academics at Regional Centres, Divisions, Centres, Units and Cells should receive continuous training to enhance AI literacy and practical competencies. Continuous professional development was viewed as essential for effective institutional adoption of AI.

2. Development of an Institutional AI Policy and Governance Framework

Many respondents recommended that IGNOU formulate a comprehensive Institutional AI Policy providing clear guidelines on ethical AI use, academic integrity, data privacy, transparency, copyright, security, accountability, and responsible deployment of AI technologies. A structured governance framework was considered necessary to ensure consistent and ethical AI adoption across the University.

3. AI-enabled Academic Functions and Workflow Automation

A significant number of respondents suggested integrating AI into routine academic functions for automating repetitive tasks such as preparation of reports, official correspondence, meeting documentation, file processing, scheduling, document management, and record maintenance. AI-based workflow automation was expected to improve academic efficiency, reduce processing time, and minimize manual workload.

4. Strengthening Learner Support Services

Respondents strongly recommended the establishment of AI-powered learner support systems, including intelligent chatbots, virtual assistants, multilingual helpdesks, automated grievance redressal systems, and AI-enabled counselling services. Such systems were considered essential for providing timely, personalized, and round-the-clock learner support.

5. AI-assisted Decision-making and Institutional Planning

Several respondents emphasized the need to integrate AI-driven analytics into institutional planning, monitoring, quality assurance, and policy formulation. AI-based dashboards, predictive analytics, learner analytics, and performance monitoring systems were considered valuable tools for evidence-based decision-making and institutional governance.

6. Integration of AI with Existing Digital Platforms

Many respondents suggested embedding AI functionalities within IGNOU's existing digital ecosystem, including eGyankosh, LMS, Student Management Systems, Examination Systems, Regional Centre portals, and online learner support platforms. Such integration would enhance information retrieval, communication, academic services, and operational efficiency.

7. Institutional Access to Licensed AI Tools

A large number of respondents recommended that the University provide institutional access to premium AI applications through centrally funded licenses. Availability of authenticated AI tools would ensure equitable access, reduce individual financial burden, and promote secure and standardized AI usage across the University.

8. Data Security, Privacy and Ethical Safeguards

Respondents stressed the importance of maintaining robust data protection mechanisms while implementing AI systems. They emphasized that learner information, institutional records, examination data, and academic documents should be protected through appropriate cybersecurity measures, ethical guidelines, and human oversight to ensure transparency, confidentiality, and responsible AI use.

9. Promotion of Innovation and Research on AI in ODDL

Several respondents suggested encouraging research, pilot projects, innovation initiatives, and collaborative studies on AI applications inODDL. Establishing institutional knowledge repositories, innovation labs, AI forums, and communities of practice would facilitate continuous learning and sharing of best practices across the University.

10. Human-Centred Approach to AI Adoption

A recurring theme across the responses was that Artificial Intelligence should complement rather than replace human expertise. Respondents advocated a **"Human-in-the-Loop"** approach in which AI supports routine activities, data processing, and communication while academics continue to provide professional judgement, policy decisions, quality assurance, and learner-centric services.

4. CONCLUSION

The Academics' Feedback Study on AI Integration in IGNOU's ODDL System highlights a strong awareness and positive acceptance of Artificial Intelligence (AI) among academics. Respondents are familiar with AI tools such as ChatGPT, Gemini, and Grammarly, which are increasingly used for learner support, academic functions, documentation, communication, report preparation, information retrieval, planning, and institutional management.

The findings indicate that respondents view AI as a valuable tool for improving academic efficiency, enhancing learner support, strengthening evidence-based decision-making, streamlining routine processes, and improving the overall quality of governance in the ODDL ecosystem. However, the study also identifies important challenges, including concerns related to plagiarism, data privacy, transparency, bias, accountability, and the responsible use of AI. Respondents emphasized the need for clear institutional policies, improved technological infrastructure, wider access to AI tools, and systematic capacity-building initiatives.

A significant demand was expressed for training in ethical AI use, AI-enabled learner support, decision-making, institutional data analytics, research support, report writing, and knowledge management. Participants recommended developing a comprehensive institutional AI policy, providing licensed AI tools, integrating AI with existing digital platforms, strengthening data governance, and adopting a phased, evidence-based approach to implementation.

Overall, the study demonstrates that IGNOU is well-positioned to leverage AI to enhance academic effectiveness, learner support, institutional planning, and quality assurance. By adopting a strategic, ethical, inclusive, and sustainable approach aligned with the National Education Policy (NEP) 2020, IGNOU can responsibly harness AI to strengthen its leadership in technology-enabled ODDL while preserving its core values of accessibility, equity, quality, transparency, accountability, and learner-centric education.

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