SUBJECT EXPERTS' FEEDBACK ANALYSIS REPORT ON "INTEGRATION AND USE OF ARTIFICIAL INTELLIGENCE (AI) IN THE TEACHING - LEARNING PROCESS IN OPEN, DISTANCE AND DIGITAL LEARNING (ODDL) AT IGNOU" (CIQA FORM 2026)

(Approved in 75th School Board meeting)

1.0: Preamble

Providing frequent feedback is a significant means of improving the teaching-learning process and the system as a whole. The University has to obtain feedback from the stakeholders regularly to maintain the quality of the system. This year's feedback tools are focussed on the theme **"Integration and Use of Artificial Intelligence (AI) in the Teaching - Learning Process in Open, Distance and Digital Learning (ODDL)".** As you are aware, periodic stakeholder feedback is a vital mechanism for enhancing the teaching - learning process and strengthening the overall quality of the University's systems.

In line with quality assurance requirements, the University undertakes the collection of stakeholder feedback annually. For the current Academic Year (2025 - 2026), the feedback tools have been designed around the theme: **"Integration and Use of Artificial Intelligence (AI) in the Teaching - Learning Process in Open, Distance and Digital Learning (ODDL)".** Accordingly, the following key dimensions have been incorporated into the stakeholder questionnaires:

- Awareness and familiarity with AI tools
- Frequency and areas of AI usage
- Perceived usefulness in teaching - learning and learner support
- Training and orientation needs
- Suggestions for effective institutional integration

In this context, the feedback tool has been developed by the CIQA Working Group to capture the perspectives of Subject Experts. Against this backdrop, the views of the Subject Experts on the issues flagged above are to be obtained. IGNOU programmes are open source and used by many people from different backgrounds, including teachers in universities and researchers. Hence to establish benchmarks in quality, feedback from Experts is a major contributing factor.

2.0: About the School and Experts Involved

The vision of the School of Continuing Education is `Lifelong Learning'. The benefits of continuing education are 'lifelong' as it continuously strives to fulfill the educational, professional and vocational needs of learners. The School's mission is to build professional competencies by focusing on a unique basket of skill based programmes for promoting inclusiveness and sustainable development. The School is in the constant process of identifying emerging needs in the professional world and developing programmes / courses to meet these needs. SOCE offers programmes under four disciplines - Rural Development, Nutritional Sciences, Child Development and Home Science.

The **Discipline of Rural Development** is one of the oldest disciplines of the school. In a developing country like India where the majority of the population resides in rural areas, the programmes of study in rural development cater to the needs of learners capable of working at grassroots levels for strengthening rural areas as sustainable development communities. Besides this, the programmes focus on planning, formulation, monitoring and evaluation of rural development projects and programmes, and strengthening local democracy and decentralised planning.

The **Discipline of Nutritional Sciences** has been involved in the design and development of various nutrition based professional programmes – targeted towards capacity building, vocational training and skill development for individuals who function as field-level workers in Government and Non-Government Organizations working for the welfare of children and women in the area of nutrition and child care. The discipline provides expertise in areas like public, clinical and therapeutic nutrition, institution food service management, food sciences and technology.

The **Discipline of Child Development** has been designing and developing programmes from educational, social, psychological and employment perspectives (i) to provide early childhood care and education for equipping the learners to work with young children in child care settings like crèches and in early childhood education centers like preschools and pre-primary sections in schools; ii) to equip and empower learners to provide early childhood care and education to young children with disabilities in special schools and inclusive setups. iii) to strengthen the capabilities of parents and caregivers of children with disabilities to provide nurturance and care to optimize the developmental potential of their child. iv) to prepare competent professionals with a rights-based understanding of child development, equipped with research, policy, advocacy, and inclusive practice skills to advance the protection, inclusion, and holistic development of children. v) Besides the above focused programmes for specific target groups, the discipline has contributed towards development of four-year undergraduate programme in Home Science and two years Master's Programme in Home Science. The Discipline is also developing a one-year Master's programme in Human Development.

The **Discipline of Home Science**, was established with the aim of producing a skilled workforce with the modern trends of Home Science seeing an emerging class of professionals in the field of community sciences. Under its sub-disciplines - Community Resource Management, Extension Education & Communication, and Fabric & Apparel Sciences, the discipline addresses potential career paths to build professional skills. The discipline targets learners who are interested to take up skilled based courses and programmes in areas like event management, textiles, apparel sciences, apparel merchandising, community development and extension management. The programme and course outcomes are aimed at making learners effective working professionals for tomarrow.

The School has currently the following programmes on offer:

- **Ph. D. Programmes**: Ph.D. in Rural Development (PHDRD); Ph.D. in Nutritional Sciences (PHDFN); Ph. D. in Home Science (PHDHC); Ph. D. in Child Development (PHDCD).
- **Masters Programmes**: Master of Arts (Rural Development) (MARD); and Master of Science in Home Science - Community Development and Extension Management (MSCHSC).

- **Post Graduate Diploma Programmes**: Post Graduate Diploma in Rural Development (PGDRD); Post Graduate Diploma in Early Childhood and Foundational Stage Education (PGDECFE)
- **Bachelor Programme**: B. A. (Hons.) Home Science (BAFHSC) - FYUP, Bachelor's in Rural Development (BFRS) – FYUP, Bachelor's in Fabric and Apparel Design (BSCFFD) - FYUP
- **Diploma Programmes**: Diploma in Early Childhood Care and Education (DECE); Diploma in Nutrition and Health Education (DNHE); Diploma in Panchayat Level Administration & Development (DPLAD); Diploma in Event Management (DEVMT); and Diploma in Apparel Merchandising (DAPMER).
- **Certificate Programmes:** Certificate in Food and Nutrition (CFN); Certificate in Nutrition and Child Care (CNCC); Certificate in Rural Development (CRD); Certificate in Apparel Merchandising (CAPMER); Certificate Programme in Event Management (CEVMT); Certificate in Early Childhood Special Education Enabling Inclusion - Visual Impairment (CESEIVI); Certificate in Early Childhood Special Education Enabling Inclusion - Hearing Impairment (CESEIHI); Certificate in Early Childhood Special Education Enabling Inclusion - Intellectual Impairment (CESEIID).
- **SWAYAM (MOOCs):** Basics of Event Management; Event Planning; Event Coordination and Control; Communication and Extension for Sustainable Development; You and Your Food; Your Food and its Utilisation; Economics of food; Basics of Apparel Industry and Entrepreneurship; Fashion, Textiles, Product development & Merchandising; Management of Merchandising Functions and Apparel Manufacturing; Satat Vikas ke Liye Sampreshan evamVistar, Ayojan prabandhan ke mool baate.
- **SWAYAM PRABHA:** Ayojan prabandhan ke mool baate.
- **Online Courses (India)**: Certificate in Rural Development (CRDOL), Post Graduate Diploma in Rural Development (PGDRDOL), Master of Arts (Rural Development) (MARDOL), Certificate in Food and Nutrition (CFNOL), Diploma in Nutrition and Health Education (DNHEOL).
- **Online (GOAL-Guyana)**: Post Graduate Diploma in Early Childhood and Foundational Stage Education (PGDECFE), Post-Graduate Diploma in Rural Development (PGDRD), Diploma in Nutrition and Health Education (DNHE), Diploma in Early Childhood Care and Education (DECE), Certificate in Food and Nutrition (CFN), Certificate in Nutrition and Childcare (CNCC).
- **Online(e-Vidyabharti)**: Master of Arts in Rural Development (MARDOL), Post Graduate Diploma Programme in Rural Development (PGDRDOL), Diploma in Nutrition and Health Education (DNHEOL), Diploma in Early Childhood Care and Education (DECE), Certificate in Food and Nutrition (CFNOL), Certificate in Nutrition and Childcare (CNCC), Certificate in Rural Development (CRDOL).

The School has the following programmes **under development**:

- **M. Sc.** in Early Childhood Care and Education
- **Masters** in Arts (Child Rights and Protection)
- **Masters** in Arts (Rural Development) – One year
- **Masters** in Arts in Home Science (Human Development and Family Studies) aligned with B. A. Home Science – FYUP
- **M. A.** in Home Science
- **Certificate** in Early Childhood Special Education Enabling Inclusion - Cerebral Palsy – (CESEICP)
- **Certificate** in Early Childhood Care and Education
- Four **Awareness cum training packages** for parents and family members of Persons with Disabilities: Early Childhood Special Education Enabling Inclusion (Visual Impairment - CESEIVI, Hearing Impairment - CESEIHI, Intellectual Impairment – CESEIID, Cerebral Palsy - CESEICP)
- **SWAYAM Prabha Courses:** Fundamentals of Human Development (BHCC-121), Community Organisation and Community Development (MHC-002), Programme Planning and Evaluation (MHC-003), Rural Development: Indian Context (MRD 201), Fashion, Textiles, Product development & Merchandising.

3.0: Methodology

In order to collect the feedback, the Subject Experts involved with the four disciplines of the School were identified. They belonged to Universities, Academic Institutions, Government and Non-Government organizations and Industries. For collecting the Feedback response from the Subject Experts, the Feedback Questionnaire Form was used which was developed by the Centre for Internal Quality Assurance (CIOA) of the University, the form/ Questionnaire was divided into three sections. The section A included questions related to General Information about the respondents viz. name, age, with name of the programme involved in. The section B comprised of three questions on awareness and usage of AI tools The section C consisted of five statements on perception of AI in ODDL The answers to these were on a five-point Likert scale. Section D comprised of one question on Challenges in Using AI. The section E consisted of suggestions for Improvement for effective AI integration in IGNOU academic processes. The Experts were emailed the google feedback form and followed up through phone calls for further entailing the purpose of the feedback form, the value of their responses and timely returning of completed forms. The forms were sent to 60 Experts. The feedback from Experts was collated and analysed. The analysis was done using graphical format charts and grouping of qualitative data. A total of 48 responses were received from the Subject Experts from different disciplines (*Annexure -1*). The responses were collated, analyzed and are presented in this report.

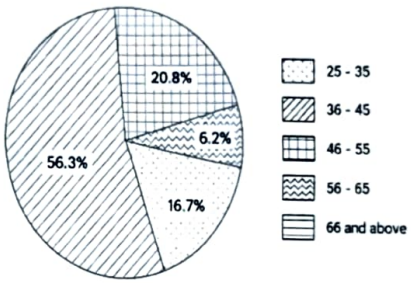
4.0: Feedback of Experts and Analysis

The feedback responses received from the Subject Experts are presented in two parts:

Section A: General Information of the Subject Experts

❖ **Age (in years)**

Fig. A- Age wise distribution of experts (N= 48)



The age-wise distribution of Experts revealed that about half (56.3%) of the Experts were in the age range of 36-45years, followed by 46-55yrs, then 25-35 yrs. No expert was in the age group >55yrs (**Fig. A**).

❖ **Discipline associated in SOCE, IGNOU**

Fig. B-Distribution of Experts based on the Discipline associated with in SOCE (N= 48)

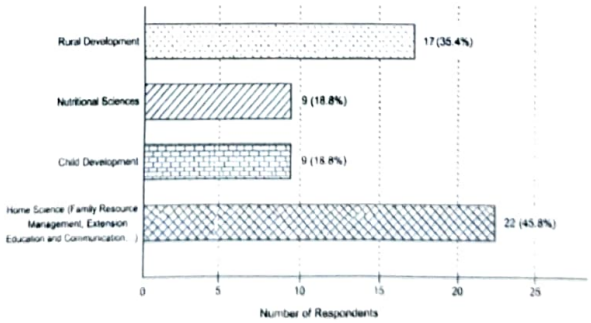


Fig. B displayed that 45.8% Experts were from the Home Science while 35.4% were from Rural Development and 18.8% each from Nutritional Sciences and Child Development. (One expert is associated with more than one discipline)

❖ **Subject Area (Specialisation of Expert)**

- **Extension and Rural Development:** A significant number of experts specialize in extension education, rural development, livelihoods, and related communication and management fields.

- **Nutrition and Food Science:** Several contributors specialised in various aspects of nutrition, including clinical, public health, biochemistry, and food microbiology.
- **Human Development and Specialized Education:** Expertise is represented in early childhood care, family resource management, human development, and special education, including disability and speech/hearing.
- **Textiles and Economics:** Experts also specialize in fabric and apparel sciences, textile design, and various branches of economics.

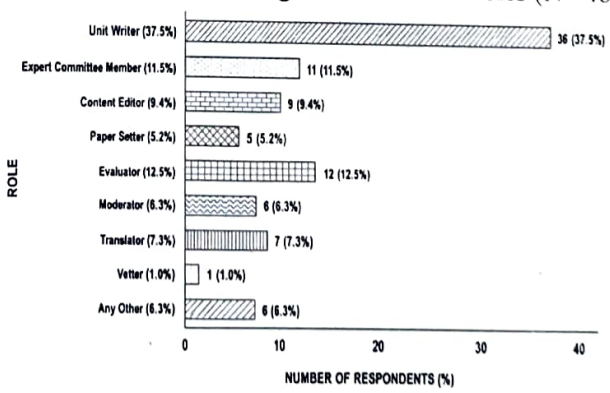
❖ **Name of the Programme (s) associated with in IGNOU**

The Experts were associated with the following programmes of SOCE

1. Master of Science (Food and Nutrition) (MSCDFSM)
2. M. Sc. (Home Science - Community Development and Extension Management) - MSCHSC
3. Master of Arts (Rural Development) (MARDOL)
4. Master of Arts (Rural Development) - MARD
5. Post Graduate Diploma in Rural Development (PGDRD)
6. B. A. Hons. (Home Science) - Four- Year Undergraduate Degree Programme (BAFHSC)
7. Bachelor in Rural Studies (BFRS)
8. B. Sc. Fabric and Apparel Design (BSCFFAD)
9. Diploma in Nutrition and Health Education (DNHE)
10. Diploma In Apparel Merchandising (DAPMER)
11. Diploma in Early Childhood Care and Education (DECE)
12. Certificate in Nutrition and Child Care (CNCC)
13. Certificate in Food and Nutrition (CFN)
14. Early Childhood Special Education Enabling Inclusion (Visual Impairment - CESEIVI, Hearing Impairment - CESEIHI, Intellectual Impairment - CESEIID)

❖ **Role in IGNOU**

Fig. C - Distribution of Experts according to the academic roles (N= 48)



Unit Writer was the most frequently reported role, with **36 respondents (37.5%)**, indicating that a large proportion of participants were involved in course material development. The roles of **Evaluator (12.5%)**, **Expert Committee Member (11.5%)**, and **Content Editor (9.4%)**

were the next most commonly reported responsibilities. Relatively fewer respondents served as **Translator (7.3%)**, **Moderator (6.3%)**, **Paper Setter (5.2%)**, or in **other roles (6.3%)**, while only **1 respondent (1.0%)** reported working as a **Vetter**.
Respondents possessed diverse academic and assessment-related responsibilities, with unit writing being the predominant area of engagement **(Fig. C).**

- **Association with IGNOU (duration)**
  Fig. D - Distribution of Experts according to their years of experience in IGNOU exceeding 10 years (N= 48)

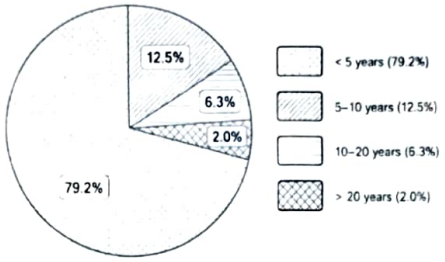
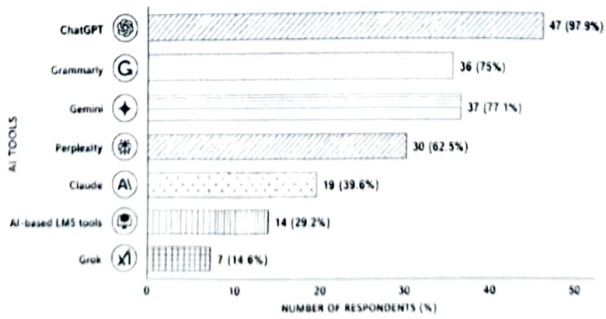


Fig. D demonstrated a large majority of the Experts **(79.2%)** had **less than 5 years** of experience, indicating that most participants were relatively new to these academic roles. Only **12.5%** of the respondents had **5 - 10 years** of experience, making it the second-largest experience group. Experts with **10 - 20 years** and **more than 20 years** of experience constituted **6.3%** and **2.0%**, respectively, representing a small proportion of the sample. Expert pool was predominantly composed of individuals with relatively limited experience in IGNOU, while only a few had long-term experience with IGNOU exceeding 10 years.

Section B: Awareness and Usage of AI Tools

- **Awareness of Artificial Intelligence (AI) tools used in teaching-learning?**
  Experts studied revealed that 100% were aware of some tool of artificial intelligence in teaching-learning
- **Which AI tools are you familiar with?**
  Fig. E - Distribution of Experts according to AI tools usage (N= 48)



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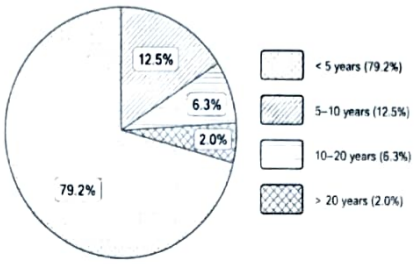
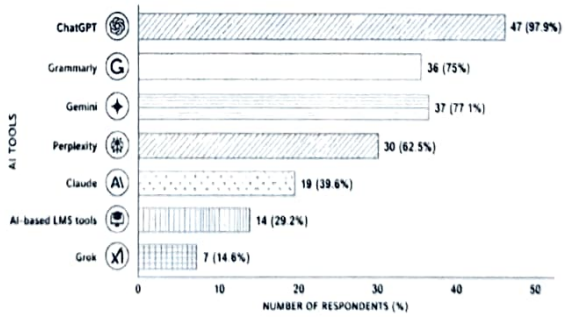


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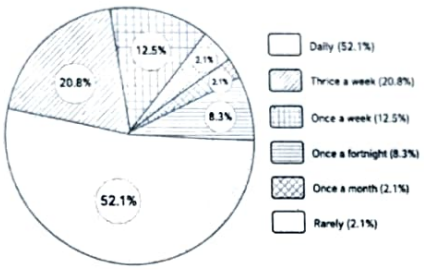
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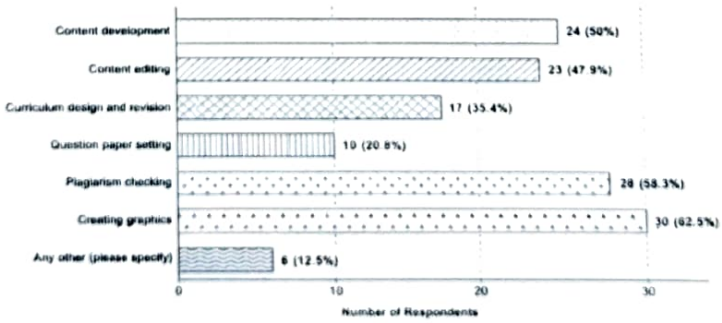
The **Fig. E** shows the AI tools used by respondents, with **ChatGPT** being the most widely used tool, reported by **47 respondents (97.9%)**. **Gemini** and **Grammarly** were also highly utilized, with **77.1%** and **75.0%** of respondents reporting their use, respectively. **Perplexity** was used by **30 respondents (62.5%)**, indicating that it is another commonly adopted AI tool among the participants. Comparatively fewer respondents reported using **Claude (39.6%)**, **AI-based Learning Management System (LMS) tools (29.2%)**, and **Grok 4.6%)**. Findings indicate a high level of adoption of generative AI tools among respondents, with ChatGPT emerging as the dominant platform, while the use of other AI applications varied considerably.

❖ **How frequently do you use AI tools for your academic work?**
Fig. F - frequency with which respondents use AI tools in their academic and professional activities (N= 48)



The **Fig. F** illustrates the frequency with which respondents use AI tools in their academic and professional activities. More than half of the respondents (**52.1%**) reported using AI tools **daily**, indicating that AI has become an integral part of their routine work. An additional **20.8%** of respondents used AI tools **three times a week**, while **12.5%** reported using them **once a week**. Smaller proportions of respondents used AI tools **once a fortnight (8.3%)**, **once a month (2.1%)**, or **rarely (2.1%)**. Overall, the findings demonstrate a high frequency of AI tool usage among respondents, with nearly three-fourths using these technologies at least several times a week.

❖ **In which areas do you use AI tools?**
Fig. G - Frequency of experts using AI tools for academic tasks (N= 48)

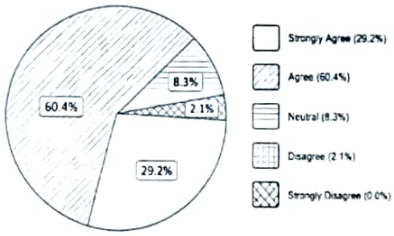


The **Fig. G** illustrates the various academic tasks for which respondents use AI tools, with **creating graphics** being the most common application, reported by **30 respondents (62.5%)**.

Plagiarism checking was the second most frequently reported use, with **28 respondents (58.3%)**, followed by **content development (50.0%)** and **content editing (47.9%)**. AI tools were also used for **curriculum design and revision** by **17 respondents (35.4%)**, highlighting their role in instructional planning. A smaller proportion of respondents used AI for **question paper setting (20.8%)**, while **12.5%** reported using AI for other academic purposes. Overall, the findings indicate that respondents primarily utilize AI tools for content creation, graphical design, plagiarism detection, and editing, demonstrating their broad application in academic and educational activities.

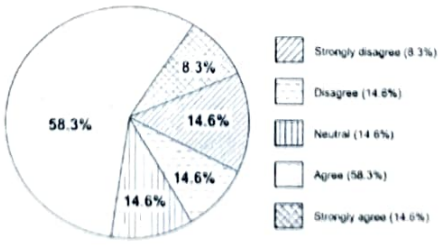
Section C: Perception of AI in ODDL (Open, Distance and Digital Learning)

- **AI improves quality of Self Learning Material (Print +digital content)**
  Fig. H - Experts' level of agreement with the given statement that **AI improves quality of Self Learning Material** (N= 48)



The **Fig. H** presents respondents' level of agreement with the given statement **AI improves quality of Self Learning Material.** A majority of respondents **agreed (60.4%)**, while **29.2% strongly agreed**, indicating an overall positive perception. Only **8.3%** of the respondents remained **neutral**, suggesting that relatively few participants were undecided. A very small proportion (**2.1%**) **disagreed**, and **none of the respondents (0.0%) strongly disagreed** with the statement. Overall, the findings demonstrate a strong consensus among respondents, with **89.6% expressing agreement or strong agreement**, reflecting broad acceptance of the role of AI tools in academic work.

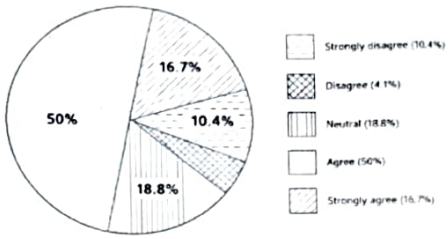
- **AI enhances efficiency in content development.**
  Fig. I - respondents' level of agreement with the statement that AI enhances efficiency in content development (N= 48)



The **Fig. I** show respondents' level of agreement with the given statement that AI enhances efficiency in content development, with the majority (**58.3%**) indicating that they **agreed**,

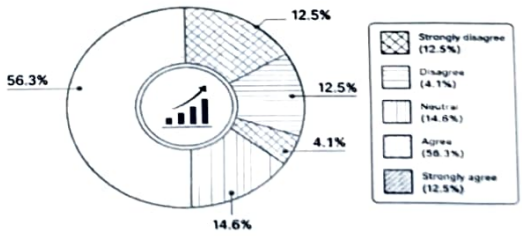
while **14.6% strongly agreed**. Equal proportions of respondents (**14.6%** each) were **neutral** and **disagreed**, whereas **8.3% strongly disagreed** with the statement. Overall, the findings indicate a generally positive perception, with **72.9% of respondents expressing agreement or strong agreement**, despite a small proportion reporting disagreement.

- **AI supports innovative curriculum design.**
  Fig. J - respondents' level of agreement with the statement AI supports innovative curriculum design (N= 48)



The **Fig. J** shows respondents' level of agreement with the given statement, with **50.0%** of respondents **agreeing** and **16.7% strongly agreeing**, indicating an overall positive perception. **18.8%** of the respondents expressed a **neutral** opinion, while **10.4% strongly disagreed** and **4.1% disagreed** with the statement. Overall, **66.7% of respondents expressed agreement or strong agreement**, suggesting that the majority held a favourable view despite a small proportion expressing disagreement.

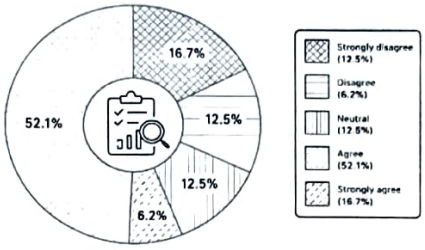
- **AI helps in seeking updated knowledge in your area of expertise.**
  Fig. K - Respondents' level of agreement with the statement AI helps in seeking updated knowledge in your area of expertise (N= 48)



The figure K illustrates respondents' level of agreement with the statement AI helps in seeking updated knowledge in your area of expertise, with the majority (**56.3%**) **agreeing** and an additional **12.5% strongly agreeing**, indicating a generally positive perception.**14.6%** of the respondents expressed a **neutral** opinion, while **4.1% disagreed** and **12.5% strongly disagreed** with the statement. Overall, **68.8% of respondents reported agreement or strong agreement**, suggesting that most participants viewed the statement favourably despite a small proportion expressing disagreement.

❖ **AI helps in analysis and synthesis of content available as open educational resources.**

Fig. L - respondents' level of agreement with the statement AI helps in analysis and synthesis of content available as open educational resources (N= 48)

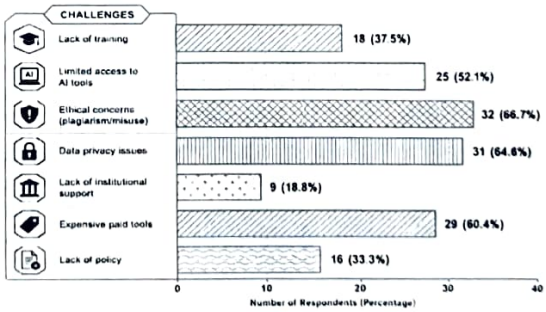


The **Fig. L** presents respondents' level of agreement with the statement **AI helps in analysis and synthesis of content available as open educational resources**, with **52.1%** of respondents **agreeing** and **16.7% strongly agreeing**, indicating an overall positive perception. **12.5%** of the respondents expressed a **neutral** opinion, while **6.2% disagreed** and **12.5% strongly disagreed** with the statement. Overall, **68.8% of respondents expressed agreement or strong agreement**, suggesting that the majority held a favourable view despite a relatively small proportion reporting disagreement.

Section D: Challenges in Using AI

❖ **What are the major challenges you face while using AI tools?**

Fig. M - Distribution of respondents on challenges faced by in the use of AI tools (N= 48)



The **Fig. M** presents the challenges faced by respondents in the use of AI tools for academic activities, with **ethical concerns related to plagiarism and misuse (66.7%)** emerging as the most frequently reported challenge. **Data privacy issues (64.6%)** and the **high cost of paid AI tools (60.4%)** were also identified as major concerns by a substantial proportion of respondents. More than half of the respondents (**52.1%**) reported **limited access to AI tools**, while **37.5%** cited a **lack of training** and **33.3%** indicated the **absence of institutional policies** as significant barriers. **Lack of institutional support (18.8%)** was the least frequently reported challenge, suggesting that respondents were more concerned about ethical, privacy, access, and cost-related issues than organizational support.

Section E: Suggestions for Improvement

- **Benefits of AI have you observed in content development and curriculum design?** Varied responses of Experts have been received through the google form, which have been reported verbatim as follows:

1. Quite quick and clear
2. AI enables faster, personalized, scalable content creation and data-driven curriculum design while boosting creativity, relevance, and accessibility with human oversight.
3. It facilitates systematic arrangement of content in less time
4. AI has improved the efficiency and quality of content development by assisting in drafting, editing, language refinement, grammar checking, content structuring, and generation of learning activities, quizzes, and case studies. It also supports curriculum design by identifying emerging industry trends, mapping learning outcomes with competencies, aligning courses with NEP guidelines, and suggesting updated references. AI helps personalize learning resources and reduces the time required for content revision while maintaining consistency.
5. Addition of new perspectives, ideas and section to explore behind the knowledge and competencies of the educator, updated information
6. You can create graphics and digital content, like videos, for Curriculum design.
7. It provides us with a frame work and outline for content development
8. It's help to find the content and curriculum available in the webs within a few seconds
9. It helps to enhance the content and effectiveness
10. Just pointing the content
11. Have access to latest data sources and studies in the area
12. Content development and curriculum design will have a higher standard based on global content of that topic.
13. AI enhances content development and curriculum design by enabling faster creation of learning materials, personalized instruction, assessment generation, and content updates. It improves alignment with learning objectives, supports accessibility, analyses learner performance data, and increases efficiency. However, human oversight remains essential to ensure accuracy, quality, relevance, and pedagogical effectiveness.
14. It can help with language polishing but cannot be effective in curriculum design
15. AI in content development and curriculum design enables personalized learning, rapid material generation and multilingual adaptation. It enhances clarity with visual aids, supports data-driven improvements and fosters interactive modules.
16. Helps in categorising and subheadings
17. Saves time, simplifies, efficient in giving flow diagrams
18. Designing becomes easy
19. AI has benefitted content development and curriculum design by making the process faster, more efficient, and more adaptable.
20. Ideas in content pooling and arrangement
21. Creation of images for better depiction of contents
22. Get an outline about subject immediately
23. AI is the need of this era
24. saves time in secondary data collection
25. AI has shown both advantages and limitations in content development and curriculum design, depending on its application and context.

26. AI accelerates content creation and curriculum design by enabling faster, personalized, and data-driven development while reducing repetitive tasks.
27. More innovative ideas
28. Structuring the content. And generating additional ideas apart from our own
29. AI has both advantages and limitation, it is based on the prompt and application, and how it is being used.
30. Enable standardization of curriculum design comparable to global standard, Logical organization of content, Linking content to real world problem
31. It speeds up the instructional works such as content repurposing, edition in terms of consistency and quality check, rapid iterations and content alignment to the objectives of respective degree
32. It reduces time while preparing the outline of a content and curriculum design.
33. Drafting and arrangements support of data
34. Easy, accessible and comprehensive
35. AI can help tailor content according to learner proficiency levels, pace and prior knowledge and individual interests
36. It provides Updated Ideas
37. Given Updated and clear content, given related information that help in advanced curriculum
38. More updated content and assistant in putting up best framework and curriculum design
39. Help in designing content, graphics and refinement
40. It is very useful in content3development and curriculum design
41. Latest literature can be accessed
42. AI enhance the ideas widely and broaden the thought, bringing coherence and provides template easily for teaching and developing the syllabus.
43. AI helps in faster content creation, personalized learning materials, improved curriculum alignment, and quick updating of educational content.
    - AI can analyse hundreds of articles, books and reference materials at one go, extracting key insights and presenting concise, structured summaries.
    - It analyses vast information in minutes, thus reducing the time required for content analysis and review.
    - It helps align curriculum with current industry trends, making content more relevant and up to date.
44. It gives versatile angle of thinking
45. AI enhances content development and curriculum design by enabling faster creation of personalized, adaptive, and engaging learning materials. It helps analyze learner needs, automate content updates, and integrate interactive elements, improving efficiency and learning outcomes while saving time and effort for educators.
46. Essential Oversight: While powerful for enhancing content design and visual representation, successful application requires human intervention to ensure accuracy, relevance, and pedagogical effectiveness.

Suggested Ways to Integrate AI in IGNOU Academic Processes. The responses received have been compiled by AI into the following categories:

1. Personalized Learning and Learner Support

AI can support personalized and adaptive learning, interactive learning, self-assessment pathways, and timely feedback. Twenty-four-hour multilingual chatbots can provide learner support and academic counselling. AI can also facilitate open and distance learning through personalized student assistance and easy teaching-learning support.

2. AI-Assisted Content and SLM Development

AI can assist in developing self-learning materials, course outlines, learning outcomes, instructional materials, figures, graphs, e-books, videos, and other digital content. It can also support content updating through emerging trends, contemporary research, relevant case studies, summarization of audiovisual material, and literature review.

3. Assessment, Assignments and Academic Integrity

AI can support automated assessments, question-bank generation, plagiarism detection, evaluation, feedback, and learning analytics. Assignments should be redesigned to become applied, practical, skill-oriented, analytical, enquiry-based, and case-based, encouraging students to use appropriate prompts, information, and citations rather than simply copying AI-generated answers.

4. Multilingual, Accessible and Inclusive Education

AI-assisted translation and multilingual content can strengthen IGNOU's academic processes. AI can support accessibility, multilingual learning, personalized instruction, and interactive content across diverse contexts. It can also help create digital learning resources and provide learner support, making distance education more integrated and inclusive.

5. Faculty Training and Capacity Building

Faculty, students, content writers, instructional designers, and academic experts should receive proper training in AI tools, prompt writing, prompt engineering, authenticity, and ethical usage. IGNOU can arrange compulsory classes or online training sessions to improve academic efficiency and support effective AI integration.

6. Ethical Use, Human Oversight and Quality Assurance

AI integration should follow clear ethical and quality-assurance frameworks, institutional guidelines, data privacy protection, and academic integrity. All AI-generated content should undergo expert human review, plagiarism checking, and content verification before publication. AI should be used in a balanced manner with conscious human oversight.

7. Institutional AI Framework and Infrastructure

IGNOU should develop institutional AI guidelines and an appropriate mechanism for effective and ethical AI use. Proper infrastructure, access for faculties, limited and approved AI tools, and separate AI management software can support implementation. Institutional support should guide the responsible integration of AI across academic processes.

8. Research, Analytics and Curriculum Development

AI can assist in curriculum design, programme outlining, learning-outcome development, research, literature review, learning analytics, and evidence-based academic administration. It can identify emerging trends and contemporary research, support assessment frameworks, and help streamline academic processes while improving content development and student support.

9. Practical and Innovative AI Integration

AI integration can be encouraged through practical classes, innovative courses, virtual laboratories, adaptive learning systems, intelligent tutoring solutions, and AI-integrated content in courses. Faculty can develop and pilot educational innovations, while students can receive instructions for responsible AI use during self-study and academic activities.

10. Balanced and Responsible Adoption of AI

AI should be integrated carefully because it is not always useful and its effectiveness depends on its application. IGNOU should encourage limited, balanced, and conscious use of AI, with appropriate policies regarding acceptance of AI-generated content and due credit to the tools

❖ **Suggestions for effective AI integration in IGNOU academic processes:**
Varied responses of Experts have been received through the google form, which have been reported verbatim as follows:

1. Integrate AI for personalized adaptive learning, 24/7 multilingual chatbots, automated assessments, predictive analytics, and content generation, with strong human oversight and ethics.
2. Please plagiarism check and verify the content before finalizing
3. Develop institutional AI guidelines for ethical and responsible use.
4. Train faculty, content writers, and instructional designers in AI tools and prompt engineering.
5. Integrate AI-assisted support for SLM development, translation, accessibility, and multilingual content.
6. Use AI for plagiarism detection, content quality assurance, question bank generation, and learning analytics.
7. Employ AI chatbots for learner support and academic counselling.
8. Ensure all AI-generated content undergoes expert human review before publication.
9. Adding analytical questions in assignments to make think the right prompts for information and ethical usage with citation
10. We can improve SLM with AI by creating digital content such as e-books and videos.
11. Outlining the program.
12. It will help summarise the audio visual and help in review the literature.
13. Research based AI tools
14. Proper training and infrastructural support
15. Assignments need to redesigned to make them applied/practical oriented/skill oriented as AI tools being used by students to generate answers to theoretical questions is not any indication of his/her understanding

16. AI integration can happen in practical classes. For self-study, instructions can be provided to the learners.
17. IGNOU should integrate AI to enhance personalized learning, automate student support, improve content development, and streamline administrative tasks. AI can assist in assessment, curriculum design, and learning analytics. Faculty training, data privacy protection, ethical use guidelines, and continuous human supervision are essential to ensure effective, accurate, and responsible implementation.
18. Interactive personalised learning
19. Effective AI integration in IGNOU academic processes requires adaptive learning platforms, automated content generation and multilingual support. AI can streamline curriculum design, personalize student engagement, enhance assessment with analytics and provide real-time feedback. It ensures inclusivity, efficiency and innovation, strengthening distance education delivery and learner-centric outcomes across diverse contexts.
20. Better if an institution mechanism is fevered and access is given to all faculties
21. Yes, AI integration can be incorporated but with a check and conscious
22. For effective AI integration, IGNOU should focus on enhancing the quality of self-learning materials, improving learner support, empowering faculty, strengthening assessment systems, and enabling evidence-based academic administration.
23. It is useful. Learning will be more integrated with AI tools and personalised Learning
24. Faculty as well as students must be properly trained for writing prompts, how to generate the content with more authenticity, adopt policy regarding the acceptance of AI content, may be less than 20%, 25%, with due credit to the tool used.
25. In content development like figures, graphs
26. Very new concept to suggest anything
27. streamlining the effective and ethical use of AI through separate AI management software's.
28. It can be enhancing personalized learning, automate administrative tasks, improve content development, and support timely student feedback while maintaining academic integrity and human oversight.
29. Integrate AI across academic processes by using it to modernize curriculum design, automate assessments, personalize student support, reverse learning, case-based
30. assessment and upskill faculty too, all should be guided by clear ethical and quality-assurance frameworks.
31. Easy teaching learning facilitation
32. Can be used as AI-assisted development of course outlines, learning outcomes, instructional materials, and assessment frameworks.
33. It can also support content updating through the identification of emerging trends, contemporary research, and relevant case studies.
34. It can help in various ways personalized learning, automate administrative tasks, improve student support services, and strengthen research and assessment efficiency.
35. Introducing content related to Ethical usage of AI, AI-integrated content in every course, enquiry-based assignments for students where they can utilize AI tools beyond 'prompt-copy-paste'.
36. Having an AI chatbot (24/7), self-assessment paths by creating mind maps, flashcards
37. Like other central Universities IGNOU may officially subscribe several AI tools such as PAPERPAL, GRAMMERLY, QUILBOT, and PERPLEXITY etc.
38. Always it's not useful

39. IGNOU can integrate AI in content development, assignment submission and evaluation process of students.
40. Encourage faculty to develop and pilot AI-based educational innovations, virtual laboratories, adaptive learning systems, and intelligent tutoring solutions.
41. The language should be easy and more humane.
42. Help in open and distance learning
43. Use of limited AI tools
44. Use of AI in a balanced manner
45. Since IGNOU is distance-based education system. IGNOU should provide few compulsory classes to students across programmes how to use AI in their academic efficiency.
46. AI can be effectively integrated in IGNOU academic processes through personalized learning support, automated evaluation and feedback, AI-based student assistance, plagiarism detection, and regular faculty training on ethical AI usage.
47. AI-assisted content development, Question bank generation, Multilingual content translation, plagiarism detection and so on.
48. Use of AI based innovative courses
49. Arrange any online training session for all academic experts.

Benefits of AI Observed in Content Development and Curriculum Design. The responses received have been compiled by AI into the following categories:

1. Efficiency and Time Saving
AI makes content development and curriculum design faster and more efficient by reducing time spent on repetitive tasks, preparing outlines, arranging content, drafting, editing, revising, and collecting secondary data. It also supports rapid iterations, content repurposing, and quicker instructional work.

2. Content Structuring and Organization
AI provides frameworks, outlines, templates, logical organization, categorization, and subheadings for content development. It helps arrange and pool ideas systematically, gives an immediate outline of a subject, and simplifies the flow and structure of content and curriculum design. It also simplifies designing.

3. Updated Information and Literature
AI provides access to updated information, latest literature, data sources, studies, articles, books, and reference materials within seconds. It can analyse large amounts of information, extract key insights, provide structured summaries, and support updating educational content with relevant information and curriculum development.

4. Creativity and New Perspectives
AI broadens ideas and provides versatile angles of thinking, adding new perspectives, sections, and ideas beyond the educator's own knowledge and competencies. It supports innovation, enhances ideas widely, and helps generate additional approaches for content development and curriculum design and curriculum design.

5. Personalization and Accessibility
AI enables faster, personalized, scalable, adaptive, and multilingual content creation. It can tailor learning resources according to learner proficiency, pace, prior knowledge, and individual interests, while supporting accessibility and personalized instruction through materials suited to different learner needs for individual learners.

6. Quality, Clarity and Standardization

AI supports language polishing, grammar checking, editing, consistency, refinement, and quality checks. It enhances content effectiveness and helps standardize curriculum design in relation to global content and standards, while improving clarity, coherence, and alignment with learning objectives and supports effective content development.

7. Visual and Digital Content

AI makes designing easier by supporting the creation of graphics, images, visual aids, videos, digital content, flow diagrams, and interactive modules. These resources help provide better depiction of content and contribute to clearer and more engaging curriculum and learning materials.

8. Curriculum Alignment and Relevance

AI supports curriculum design by helping align learning outcomes with competencies, course objectives, emerging industry trends, global standards, and NEP guidelines. It also helps link content to real-world problems, improve relevance, and suggest updated references for advanced curriculum design and current information.

9. Human Oversight and Limitations

AI has both advantages and limitations depending on the prompt, application, context, and how it is used. Human oversight or intervention remains essential to ensure accuracy, quality, relevance, and pedagogical effectiveness, particularly when AI is used for content development and curriculum
design.

❖ **Any additional comments:**

The varied responses as received by experts have been reported verbatim as follows:

1. AI should be viewed as a support tool that enhances human expertise rather than replacing it. A balanced approach combining AI capabilities with academic judgment, subject expertise, and rigorous quality assurance will strengthen the quality, accessibility, and effectiveness of IGNOU's self-learning materials and learner support systems.
2. Online content and learning can be formalised with policy and assignment uploading with turn it for plagrism and AI % restriction.
3. Had a great experience in writing a unit and think from learning perspective
4. Assignments/projects submitted should be subject to plagiarism and AI check
5. AI can become an effective tool, however, our dependency on AI tools should be taken with caution. AI can hallucinate and our creativity may be lost with too much dependence on AI tools.
6. Students should be made aware of the advantages and disadvantages of AI and its ethical use before anything else.
7. Thank you for this opportunity.
8. As the student world is far ahead of us, it is high time to integrate AI tools in IGNOU.
9. AI integration in IGNOU should be implemented through a phased, learner-centric approach that complements, not replaces the role of teachers and academic experts.
10. Experts' opinion with facts and figures on policy level inputs on adoption of AI for teaching learning as well as further applications
11. AI should be used as a supportive tool rather than a replacement for human knowledge, creativity, and decision-making, as human understanding and critical thinking remain more effective in academic processes.

12. More browsing for more improvement
13. Ai should be used as supportive tool as I cannot be creative and logical, good training process is needed for the same
14. Introduce AI related content for post-graduate research course and dissertation.
15. A comprehensive training (FDP) may be organised for the teaching staffs to build awareness on Ethical Use of AI Tools in Academia
16. Self-creation and analysis are better than AI
17. Evaluation and assignment submission can be hassle free by using AI
18. I am a translator. I can't agree 100% association with any AI tool. It like closing the door of Human Creativity and relaying on Machine.
19. AI revolution is here to stay and its best that we find means to integrate in our curriculum designing and content development in an ethical manner
20. Use AI as assistant rather than replacement for educator
21. Apart from AI Help we should crosscheck the material by engaging an expert
22. AI is the need of the hour, but one must very cautiously. Must check the authenticity of the sources.
23. AI has great potential to enhance the quality, accessibility, and efficiency of academic processes when used responsibly with proper human guidance and ethical considerations.
24. A thoughtful, timely and commendable initiative that will contribute towards modernizing academic content development and curriculum design.

The following are the responses categorised by AI:

AI as a Supportive Tool: AI should be integrated as a supplementary resource that enhances efficiency and accessibility rather than replacing human creativity, critical thinking, and the essential role of educators.

Ethical Use and Oversight: Implementation must prioritize ethical considerations, including rigorous plagiarism checks, verification of AI-generated content to prevent hallucinations, and expert human review to ensure quality and authenticity.

Training and Awareness: Comprehensive training programs and Faculty Development Programmes (FDPs) are necessary to build awareness among staff regarding the responsible use of AI, while students should be educated on the advantages, disadvantages, and ethical implications of these tools.

Phased Integration: A cautious, learner-centric approach is recommended for adopting AI in curriculum design, content development, and administrative processes like assignment submissions.

5.0: Conclusion and recommendations

Conclusion:

This feedback tool was focused on the findings from **"Integration and Use of Artificial Intelligence (AI) in the Teaching - Learning Process in Open, Distance and Digital Learning (ODDL)".** The overall feedback analysis of Experts from the four disciplines of the School of Continuing education are as follows:

1. Respondents possessed diverse academic and assessment-related responsibilities, with unit writing being the predominant area of engagement.

2.Expert pool was predominantly composed of individuals with relatively limited experience in IGNOU, while only a few had long-term experience with IGNOU exceeding 10 years.

3. A high level of adoption of generative AI tools among respondents, with ChatGPT emerging as the dominant platform, while the use of other AI applications varied considerably.

4. Demonstrated a high frequency of AI tool usage among respondents, with nearly three-fourths using these technologies at least several times a week.

5. Utilized AI tools for content creation, graphical design, plagiarism detection, and editing, demonstrating their broad application in academic and educational activities.

6. Demonstrated a strong consensus among respondents, with **89.6% expressing agreement or strong agreement**, reflecting broad acceptance of the role of AI tools in academic work.

7. Generally positive perception, with **72.9% of respondents expressing agreement or strong agreement**, despite a small proportion reporting disagreement with the statement that AI enhances efficiency in content development.

8. **Respondents (66.7%) expressed agreement or strong agreement**, suggesting that the majority held a favourable view despite a small proportion expressing disagreement with the statement AI supports innovative curriculum design

9. **Respondents (68.8%) reported agreement or strong agreement**, suggesting that most participants viewed the statement favourably despite a small proportion expressing disagreement with the statement AI helps in seeking updated knowledge in your area of expertise

10. **Lack of institutional support (18.8%)** was the least frequently reported challenge, suggesting that respondents were more concerned about ethical, privacy, access, and cost-related issues than organizational support.

Recommendations:

Based on the findings and feedback from the experts, the following **five recommendations** can be proposed:

1. **Develop structured AI training and capacity-building programmes:** Regular hands-on training should be organized for faculty and academic experts on effective and responsible use of AI tools for content development, editing, curriculum design, plagiarism checking, and other academic activities.
2. **Establish clear institutional guidelines and policies for AI use:** IGNOU/ODDL institutions should develop comprehensive guidelines covering **ethical use of AI, plagiarism and misuse, data privacy, academic integrity, and responsible use of generative AI** in teaching–learning processes.
3. **Improve access to AI tools and provide institutional support:** Since limited access and the cost of paid AI tools were important challenges, institutions should explore **institutional subscriptions, shared access to appropriate**

AI platforms, and affordable alternatives to ensure equitable access for academic staff.

4. **Integrate AI strategically into academic processes:** AI should be systematically integrated into **content development, content editing, graphical design, plagiarism detection, curriculum revision, question paper development, and updating subject knowledge**, while ensuring that expert human judgment remains central to academic decision-making.
5. **Develop a continuous monitoring and feedback mechanism:** A structured mechanism should be established to periodically obtain feedback from experts, identify emerging challenges, document effective practices, and evaluate the impact of AI integration on the **quality, efficiency, innovation, and effectiveness of ODDL academic processes**.

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